

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Req/Adv	Limitation(s) on Enrollment - Other:
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.
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
CO	Sort ID (00 < 10; 0 < 100)
CO	Cross-Listed/Related Course ID's
Comments	Stage 3: DEI
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	• Ramona Gabriel
	Course ID (CB01A and CB01B)	ADMJD074A	ADMJD074A
	Course Control Number	CCC000057767	CCC000057767
	Course Title (CB02)	Interviewing, Interrogation and Crisis Intervention	Interviewing, Interrogation and Crisis Intervention
	Short Course Title	INTRVW, INTRGATN, CRISIS INTER	INTRVW, INTRGATN, CRISIS INTER
	TOP Code (CB03)	2105.00	2105.00 *Administration of Justice
	CIP Code	Criminal Justice and Corrections, General.	43.0100 Criminal Justice and Corrections, General.
	Department	ADMJ - Admin. of Justice	ADMJ - Admin. of Justice
❗	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	Course Description	This course examines the theories, principles, and strategies of tactical and interpersonal communication necessary to interview victims, witnesses, and suspects. Students will explore crisis intervention strategies for victims and witnesses of crime, along with communication with individuals from diverse backgrounds with consideration to race, ethnicity, gender, age, and special needs.	This course examines the theories, principles, and strategies of tactical and interpersonal communication necessary to interview victims, witnesses, and suspects. Students will explore crisis intervention strategies for victims and witnesses of crime, along with communication with individuals from diverse backgrounds with consideration to race, ethnicity, gender, age, and special needs. In this course, students will utilize practical interviewing and lawful interrogation techniques, effective crisis de-escalation and mental-health intervention skills, and how to communicate clearly and ethically with diverse populations. The course covers legal standards, documentation and report-writing, cultural competency, and hands-on scenario practice to prepare students for work in law enforcement, social services, or related fields.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	Administration of Justice (Police science, corrections, law enforcement)	Administration of Justice (Police science, corrections, law enforcement)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	FHDA FSA - PSYCHOLOGY	FHDA FSA - PSYCHOLOGY

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 in a CTE program and is CSU transferable. This course belongs on the Administration of Justice Law A.A. in Enforcement degree program. This course was developed in response to an advisory board recommendation for a course on interviewing. This course provides the students with a fundamental understanding of the theories and strategies of investigative interviewing principles.	This course is in a CTE program and is CSU transferable. This course belongs on the Administration of Justice Law A.A. in Enforcement degree program. This course was developed in response to an advisory board recommendation for a course on interviewing. This course provides the students with a fundamental understanding of the theories and strategies of investigative interviewing principles.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	Yes - complete the cross-listed form	Yes - complete the cross-listed form

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 - Methods of Instruction • Specifications - Methods of Evaluation
	Please summarize the ways in which your course includes DEI.	No value	<u>This course commits to an inclusive, equity-focused approach to the study of crime and criminology by centering diverse perspectives, historical contexts, and the lived experiences of marginalized communities affected by crime and justice systems. Students will participate in readings and case studies from scholars of varied identities and global contexts, critically examine how race, class, gender, immigration status, disability, and other power structures shape definitions of crime and responses to it, and interrogate bias in data, research methods, and policing practices. Instruction will foster respectful, trauma-informed classroom dialogue, provide multiple pathways for demonstrating learning, ensure accessible materials and accommodations, and employ equitable assessment practices. The syllabus and assignments will be periodically reviewed with input from diverse faculty, an advisory board, to address gaps, reduce harm, and prepare graduates to analyze and engage with criminal justice issues ethically and responsibly.</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
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No

Changed	Field	Current Version		Proposed Version	
	Course is part of a program	Associated Program	Community Service Officer	Associated Program	Community Service Officer
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Corrections/Probation	Associated Program	Corrections/Probation
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Corrections/Probation	Associated Program	Corrections/Probation
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Law Enforcement	Associated Program	Law Enforcement
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Law Enforcement	Associated Program	Law Enforcement
		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	Paralegal Studies	Associated Program	Paralegal 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	Paralegal Studies	Associated Program	Paralegal Studies
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Paralegal Studies	Associated Program	Paralegal Studies
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Paralegal Studies	Associated Program	Paralegal Studies
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Private Security	Associated Program	Private Security
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Private Security	Associated Program	Private Security
		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	

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	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

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	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 and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Guest speakers	Methods of Instruction Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Guest speakers YouTube videos
!	Assignments	1. Class and small group discussions and role-play exercises related to interview and interrogation techniques. 2. Assigned readings from related topic articles with content on infield, interview room, witness and victim interviews, court trial presentation, and reasons for false confessions. 3. Assigned readings from related text and topic articles covering various interview and interrogation scenarios, court trial testimony, and false confessions.	1. Class and small group discussions and role-play exercises related to interview, interrogation, and practical crisis intervention techniques. 1. Crisis de-escalation drills 2. Timed exercises practicing verbal de-escalation and grounding 3. Assigned readings from related topic articles with content on infield, interview room, witness and victim interviews, court trial presentation, and reasons for false confessions. 2. Assigned readings from related text and topic articles covering various interview and interrogation scenarios, court trial testimony, and false confessions. 3. Research brief or literature review summarize evidence on a topic (e.g., Reid vs. PEACE models, crisis intervention outcomes) 4. Written case study respond to a complex vignette with step-by-step interview/intervention strategy and rationale. 5. Extra credit assignments



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Quizzes with objective question structure where students will show a recognition and mastering of the essentials of interviewing and interrogation and evaluated by a rubric.
2. Interview, interrogation and crisis intervention practicum where students are evaluated on ability to demonstrate synthesis and application of learned principles and evaluated by a rubric.
3. Midterm and final examinations developed from objective and subjective questions from lectures, text readings, media aids, and class discussions using a rubric to evaluate understanding and utilization of course content.

Methods of Evaluation

Methods of Evaluation

1. Quizzes with objective question structure where students will show a recognition and mastering of the essentials of interviewing and interrogation and evaluated by a rubric.
2. Writing reflections
3. Role playing crisis situations
4. Interview, interrogation and crisis intervention practicum where students are evaluated on ability to demonstrate synthesis and application of learned principles and evaluated by a rubric.
5. Exemplary assignments are used as references
6. Midterm and final examinations developed from objective and subjective questions from lectures, text readings, media aids, and class discussions using a rubric to evaluate understanding and utilization of course content.
7. Feedback given on submitted assignments

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • None

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>Inbau, F.E., Reid, J.E., Buckley, J.P., and Jayne, B.C., 5th Ed. "Criminal Interrogation and Confessions", Burlington, MA.: Jones and Bartlett (2013)</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	Inbau, F.E., Reid, J.E., Buckley, J.P., and Jayne, B.C., 5th Ed. "Criminal Interrogation and Confessions", Burlington, MA.: Jones and Bartlett (2013)	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Advanced Criminal Investigations: Skills and Techniques for Detectives in the 21st Century</td></tr><tr><td>Author</td><td>Stogner, John</td></tr><tr><td>Publisher</td><td>Cognella</td></tr><tr><td>Date/Edition</td><td>2024 / 2nd Edition</td></tr><tr><td>ISBN</td><td>978-1-5165-6127-8 978-1-5165-2083-1</td></tr></table>	Title	Advanced Criminal Investigations: Skills and Techniques for Detectives in the 21st Century	Author	Stogner, John	Publisher	Cognella	Date/Edition	2024 / 2nd Edition	ISBN	978-1-5165-6127-8 978-1-5165-2083-1
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ISBN	979-8-8233-6503-1 979-8-8233-4327-5 979-8-8233-8823-8																						

Suggested
Reading List

Reading List Gilbert, Steven V., 3rd Ed., "Interviewing and Interrogation: The Discovery of Truth" Belmont, CA.: Wadsworth Publishing (2011)

May include, but are not limited to No value

Reading List Gilbert, Steven V., 3rd Ed., "Interviewing and Interrogation: The Discovery of Truth" Belmont, CA.: Wadsworth Publishing (2011)

May include, but are not limited to No value

Reading List Gosselin, Denise K., 2nd Ed. "Smart Talk: Contemporary Interviewing and Interrogation." Upper Saddle River, New Jersey: Prentice-Hall Publishing (2019)

May include, but are not limited to No value

Reading List Gosselin, Denise K., 2nd Ed. "Smart Talk: Contemporary Interviewing and Interrogation." Upper Saddle River, New Jersey: Prentice-Hall Publishing (2019)

May include, but are not limited to No value

Reading List Harmening, William M., 1st Ed "Crisis Intervention: The Criminal Justice Response to Chaos, Mayhem, and Disorder", Upper Saddle River, New Jersey: Pearson-Hall Publishing (2014)

May include, but are not limited to No value

Reading List Harmening, William M., 1st Ed "Crisis Intervention: The Criminal Justice Response to Chaos, Mayhem, and Disorder", Upper Saddle River, New Jersey: Pearson-Hall Publishing (2014)

May include, but are not limited to No value

Reading List Hess, John, 2nd Ed. "Interviewing and Interrogation for Law Enforcement", New Providence, New Jersey: LexisNexis Publishing (2010)

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Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	May include, but are not limited to No value
		Reading List Shearer, R.A.5th Ed."Interviewing: Theories, Techniques and Practices",Upper Saddle River, New Jersey: Pearson Publishing (2014)	Reading List Shearer, R.A.5th Ed."Interviewing: Theories, Techniques and Practices",Upper Saddle River, New Jersey: Pearson Publishing (2014)
		May include, but are not limited to No value	May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Compare and contrast the techniques and strategies of interviewing, interrogation and crisis intervention. • Describe and analyze verbal and non-verbal communication skills in the crisis intervention, interviewing and interrogation processes. • Discuss and evaluate the development of the multi-faceted roles of the interviewer, interrogator, and crisis interviewer. • Construct effective interviewing, interrogation and crisis intervention techniques questions. • Identify and discuss the legal issues of interviewing and interrogation. • Describe and evaluate ethical issues pertaining to crisis intervention, interviewing and interrogation. • Demonstrate appropriate interviewing, interrogation and crisis intervention techniques related to scenarios and practical exercises. • Determine and evaluate obstacles that inhibit objective interviews and interrogations.	• Compare and contrast the techniques and strategies of interviewing, interrogation and crisis intervention. • Describe and analyze verbal and non-verbal communication skills in the crisis intervention, interviewing and interrogation processes. • Discuss and evaluate the development of the multi-faceted roles of the interviewer, interrogator, and crisis interviewer. • Construct effective interviewing, interrogation and crisis intervention techniques questions. • Identify and discuss the legal issues of interviewing and interrogation. • Describe and evaluate ethical issues pertaining to crisis intervention, interviewing and interrogation. • Demonstrate appropriate interviewing, interrogation and crisis intervention techniques related to scenarios and practical exercises. • Determine and evaluate obstacles that inhibit objective interviews and interrogations.
CSLOs			
		CSLOs Compare and contrast the major principles and strategies of effective interviewing and interrogation.	CSLOs Compare and contrast the major principles and strategies of effective interviewing and interrogation.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Differentiate between truthful and deceptive human behavior exhibited during both the interview and interrogation processes.	CSLOs Differentiate between truthful and deceptive human behavior exhibited during both the interview and interrogation processes.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Changed	Field	Current Version	Proposed Version
	Course Content	1. Compare and contrast the techniques and strategies of interviewing, interrogation and crisis intervention. 1. Distinction between interviewing and interrogation 2. Environments conducive for the interview and interrogation processes 3. Establishing rapport 4. Interviewer demeanor 5. Question phraseology 2. Describe and analyze verbal and non-verbal communication skills in the crisis intervention, interviewing and interrogation processes. 1. Assessment 2. Defining the problem 3. Examining options 4. Triage 5. Stockholm Syndrome 6. De-escalation strategies 7. Confidentiality 3. Discuss and evaluate the development of the multi-faceted roles of the interviewer, interrogator, and crisis interviewer. 1. Verbal communication 1. Vocabulary 2. Tone 3. Pitch 4. Pace 5. Volume 2. Non-verbal communication 1. Behavioral patterns 2. Proximity 1. Intimate distance 2. Personal distance 3. Social distance 4. Public distance 5. Cultural considerations 6. Gender considerations 7. Age considerations 3. Eye contact 4. Body language 1. Gestures 2. Facial expressions 3. Eye movement 4. Posture 5. Involuntary biological sign 5. Haptics 3. Active listening	1. Compare and contrast the techniques and strategies of interviewing, interrogation and crisis intervention. 1. Distinction between interviewing and interrogation 2. Environments conducive for the interview and interrogation processes 3. Establishing rapport 4. Interviewer demeanor 5. Question phraseology 2. Describe and analyze verbal and non-verbal communication skills in the crisis intervention, interviewing and interrogation processes. 1. Assessment 2. Defining the problem 3. Examining options 4. Triage 5. Stockholm Syndrome 6. De-escalation strategies 7. Confidentiality 3. Discuss and evaluate the development of the multi-faceted roles of the interviewer, interrogator, and crisis interviewer. 1. Verbal communication 1. Vocabulary 2. Tone 3. Pitch 4. Pace 5. Volume 2. Non-verbal communication 1. Behavioral patterns 2. Proximity 1. Intimate distance 2. Personal distance 3. Social distance 4. Public distance 5. Cultural considerations 6. Gender considerations 7. Age considerations 3. Eye contact 4. Body language 1. Gestures 2. Facial expressions 3. Eye movement 4. Posture 5. Involuntary biological sign 5. Haptics 3. Active listening

Changed	Field	Current Version	Proposed Version
		1. Attentiveness 2. Acceptance 3. Detachment 4. Patience 5. Paraphrasing	1. Attentiveness 2. Acceptance 3. Detachment 4. Patience 5. Paraphrasing
		4. Questioning victims, witnesses and suspects 1. Closed questions 2. Open questions 3. Reflective questions 4. Directive questions 5. Pointed questions 6. Indirect questions 7. Self-appraisal questions 8. Diversion questions 9. Leading questions 10. The use of silence	4. Questioning victims, witnesses and suspects 1. Closed questions 2. Open questions 3. Reflective questions 4. Directive questions 5. Pointed questions 6. Indirect questions 7. Self-appraisal questions 8. Diversion questions 9. Leading questions 10. The use of silence
		4. Construct effective interviewing, interrogation and crisis intervention techniques questions. 1. Behavioral Symptom Analysis Interview 1. Target 2. Test 3. Threat 4. Act 5. Termination 2. Cognitive Interview 1. Build rapport 2. Reconstruct circumstances 3. Complete 4. Change direction 5. Change perspectives 6. Sensory association 7. Feelings 3. Confrontational Interview	4. Construct effective interviewing, interrogation and crisis intervention techniques questions. 1. Behavioral Symptom Analysis Interview 1. Target 2. Test 3. Threat 4. Act 5. Termination 2. Cognitive Interview 1. Build rapport 2. Reconstruct circumstances 3. Complete 4. Change direction 5. Change perspectives 6. Sensory association 7. Feelings 3. Confrontational Interview
		5. Identify and discuss the legal issues of interviewing and interrogation. 1. Fourth Amendment 2. Fifth Amendment 3. Sixth Amendment 4. Fourteenth Amendment 5. Escobedo vs. Illinois 6. Miranda vs. Arizona 7. "Fruits of the poisonous tree"	5. Identify and discuss the legal issues of interviewing and interrogation. 1. Fourth Amendment 2. Fifth Amendment 3. Sixth Amendment 4. Fourteenth Amendment 5. Escobedo vs. Illinois 6. Miranda vs. Arizona 7. "Fruits of the poisonous tree"
		6. Describe and evaluate ethical issues pertaining to crisis intervention, interviewing and interrogation. 1. Foundation 2. Code of Ethics 3. Principles of Practice 4. Guidelines	6. Describe and evaluate ethical issues pertaining to crisis intervention, interviewing and interrogation. 1. Foundation 2. Code of Ethics 3. Principles of Practice 4. Guidelines

Changed	Field	Current Version	Proposed Version
		5. Personal and professional integrity 7. Demonstrate appropriate interviewing, interrogation and crisis intervention techniques related to scenarios and practical exercises. 1. Children 2. Elderly 3. Mental disabilities 4. Physical disabilities 5. Diverse populations 6. Gender 8. Determine and evaluate obstacles that inhibit objective interviews and interrogations. 1. Interviewer's personal prejudice and biases 2. Improper use of techniques 3. Cultural and diversity issues	5. Personal and professional integrity 7. Demonstrate appropriate interviewing, interrogation and crisis intervention techniques related to scenarios and practical exercises. 1. Children 2. Elderly 3. Mental disabilities 4. Physical disabilities 5. Diverse populations 6. Gender 8. Determine and evaluate obstacles that inhibit objective interviews and interrogations. 1. Interviewer's personal prejudice and biases 2. Improper use of techniques 3. Cultural and diversity issues
	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):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment:	(Not open to students with credit in the cross-listed course(s).)	(Not open to students with credit in the cross-listed course(s).)
	Limitation(s) on Enrollment - Other:	(Also listed as PARA D074A and PSYC D074A.)	(Also listed as PARA D074A)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

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.	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	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.
❗	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	Method of Evaluation: Section X: Midterm and final examinations developed from objective and subjective questions from lectures, text readings, media aids, and class discussions using a rubric to evaluate understanding and utilization of course content.

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	Method of Evaluation: Section B: Interview, interrogation and crisis intervention practicum where students are evaluated on ability to demonstrate synthesis and application of learned principles and evaluated by a rubric.
	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

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

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

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
	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

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	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
	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

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	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
	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
	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)	ADMJ 074A; PARA 074A; PSYC 074A	ADMJ 074A; PARA 074A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	Cross-listed	Cross-listed

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	ADMJ 74A (P); PARA 74A (C); PSYC 74A (C)	ADMJ 74A (P); PARA 74A (C)
	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 • CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • 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

Changed	Questions	Current Version	Proposed Version
		3/27/2026	Specifications Examples of Required Primary Texts and References 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 Book #2 is between \$75 - \$83, depending on where it is purchased. The 1st and 3rd are slightly higher. There are no OER's for this particular course

3/27/2026 Specifications

Examples of
Primary
Texts and
References

Suggested

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,
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.

Primary texts
used do meet
DEI curriculum
requirements
and are
universally
accessible and
clearly
understood. The
books use plain,
inclusive
language;
includes diverse
perspectives
and authors;
ensure cultural
context is
explained; and
offer
accommodations
(audio, captions,
readable
formats). This
ensures all
learners can
engage
equitably with
core materials.

Changed	Questions	Current Version	Proposed Version

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 clearly noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.

Yes: Added:
G: evaluation &
E: assignments

3/27/2026 Specifications Assignments Suggested

Changed	Questions	Current Version	Proposed Version
		3/27/2026	Specifications Methods of Evaluation Suggested 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 not appropriate, just let me know in the initiator response box — you have rubrics, so you may be all set without examples. Yes: Added another statement
	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	ADMJD074A
	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	CCC000057767

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

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
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 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
CO	DL Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI

Section	Changed field
Comments	Stage 8: SLO Coordinator
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	Mary Clark Tillman	- Elizabeth Mjelde - Chang, Yuri
	Course ID (CB01A and CB01B)	ARTSD001A	ARTSD001A
	Course Control Number	CCC000016379	CCC000016379
	Course Title (CB02)	Introduction to the Visual Arts	Introduction to the Visual Arts
	Short Course Title	INTRO TO VISUAL ARTS	INTRO TO VISUAL ARTS
	TOP Code (CB03)	1001.00	1001.00 Fine Arts, General
	CIP Code	Visual and Performing Arts, General	50.0101 Visual and Performing Arts, General
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
	Effective Term	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course explores visual imagery throughout the world, for the purpose of refining visual literacy skills. Works of art will be studied by means of formal analysis and medium, the social experiences of artists, the function of works of art in their original environment, and comparison of works from different cultures. The primary emphasis will be on paintings, graphic works, and sculpture.	In this course students explore art from a broad range of cultures for the purpose of building and refining skills in visual literacy and critical analysis. Students evaluate subject matter, materials and techniques, the training of artists, patronage, and the historical function(s) of works of art through application of diverse theoretical approaches and interpretive methods. Students produce written analysis of art based on firsthand observation.
	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	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 is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Liberal Arts Associate of Arts Degree. It was developed to meet a thematic requirement within the General Introduction to Art History series, introducing students to the visual arts through the development of visual literacy skills.	This course is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Liberal Arts Associate of Arts Degree. It was developed to meet a thematic requirement within the General Introduction to Art History series, introducing students to the visual arts through the development of visual literacy skills.

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 • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<u>All aspects of this course were reviewed and updated to reflect values and practices of diversity, equity, and inclusion. For example, primary texts and references represent diverse authors, voices, and perspectives; offer clear and accessible explanation; and explore current debates in the field of art history that are relevant to students.</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 value	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	<u>Yes</u>

Associated Programs

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

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Illustration	Associated Program Illustration
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		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	Associated Program Painting
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program UI/UX: User Interface/User Experience Design	Associated Program UI/UX: User Interface/User Experience Design
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program UI/UX: User Interface/User Experience Design	Associated Program UI/UX: User Interface/User Experience Design
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program UI/UX: User Interface/User Experience Design	Associated Program UI/UX: User Interface/User Experience Design
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program UI/UX: User Interface/User Experience Design	Associated Program UI/UX: User Interface/User Experience Design
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3A - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3A - Approved.	-	No value
System/Institution	Cal-GETC														
Area(s)	CA3A - Approved.														
-	No value														
System/Institution	Cal-GETC														
Area(s)	CA3A - Approved.														
-	No value														
		<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	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

Changed	Field	Current Version	Proposed Version
	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 Field observation and field trips Collaborative learning and small group exercises	Methods of Instruction Methods of Instruction Methods of Instruction Collaborative learning and small group exercises Discussion and problem-solving performed in class Discussion of assigned reading Field observation and field trips Homework and extended projects In-class essays In-class exploration of internet sites Lecture and visual aids Quiz and examination review performed in class
	Assignments	- Required reading assignments from primary source documents and secondary sources. - Written assignment: A term paper which requires visual analysis of original works of art	- Image presentations - Visual evaluation, requiring formal and stylistic analysis, critical theory, and additional methods of interpretation - Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used - Thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception - Assigned reading - Primary source documents - Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays - Instructor-authored material - Writing - Written (or partially-written) midterm and final exams - Analysis or research paper based on selection, observation, and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation - Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas



Methods of Evaluation

Methods
of
EvaluationMethods
of
Evaluation

1. Midterm and final exams, including both of the following formats: objective questions identifying works of art and their respective artists, historical periods, dates, and media, and/or "short answer" questions; and written essays requiring analysis of works of art in conjunction with works discussed by students in class, and in response to assigned readings, including application of primary source documents and secondary written sources.
2. At least one written assignment, comprised of a term paper which requires visual analysis of original works of art (or architecture) contextualized in relation to works of art (or architecture) discussed by students in class. The paper will be evaluated on the basis of any or all of the following: student analysis of physical condition and technical production of art objects; implementation of formal and stylistic analysis; interpretation of subject matter; consideration of the gender, ethnicity, and social status of artists (or architects and/or patrons); and analysis of the function and meaning of the work in society.

Methods
of
Evaluation

Methods of Evaluation

Methods
of
Evaluation

1. Quizzes which may include objective, short answer, and/or essay questions to determine engagement in visual, historical, and thematic evaluation of art and texts (primary and secondary sources).
2. Oral, written, or collaborative discussion or reflection responses shaped and demonstrated by faculty to determine understanding of key ideas relative to works of art and texts.
3. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills.
4. Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

Essential Student
Materials/Essential
College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- Lecture room with dimmable lighting and highest-quality laser projector (Christie 4K7-HS or equivalent) and DVD/Blu-ray deck

Changed Field

Current Version

Proposed Version



Examples of Primary
Texts and References

Title	No value
Author	Getlein, Mark. "Living with Art." McGraw-Hill, Inc. 2016, eleventh edition.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Living with Art
Author	Getlein, Mark and Kelly Donahue-Wallace
Publisher	New York: McGraw Hill
Date/Edition	2023, thirteenth edition
ISBN	No value

Title	Methods and Theories of Art History
Author	Cothren, Michael W. and Anne D'Alleva
Publisher	London: Laurence King Publishing
Date/Edition	2021, third edition
ISBN	No value

Title	The Routledge Companion to Decolonizing Art History
Author	Flores, Tatiana, Florencia San Martín, and Charlene Villaseñor Black, eds.
Publisher	Abingdon, Oxfordshire: Routledge
Date/Edition	2024
ISBN	No value

Title	Art History Now: Objects, Concepts, Approaches
Author	Johnson, Geraldine A., ed.
Publisher	Abingdon, Oxfordshire: Routledge
Date/Edition	2026
ISBN	No value

Title	Nonconformers: A New History of Self-Taught Artists
Author	Slominski, Lisa.
Publisher	New Haven: Yale University Press
Date/Edition	2022
ISBN	No value



Suggested Reading List

No value

Reading List Becker, Carol, ed. "The Subversive Imagination: Artists, Society, and Social Responsibility." New York and London: Routledge, 1994.

May include, but are not limited to No value

Reading List Carrier, David. "A World Art History and Its Objects." University Park, PA: Penn State University Press, 2009.

May include, but are not limited to No value

Reading List Kosmala, Katarzyna. "Imagining Masculinities: Spatial and Temporal Representation and Visual Culture." London: Routledge, 2013.

May include, but are not limited to No value

Reading List Doss, Erika. "Spirit Poles and Flying Pigs: Public Art and Cultural Democracy in American Communities." Washington and London: Smithsonian Institution Press, 1995.

May include, but are not limited to No value

Reading List Mathur, Saloni, ed. "The Migrant's Time: Rethinking Art History and Diaspora." Williamstown, MA: Sterling and Francine Clark Art Institute, 2011.

May include, but are not limited to No value

Reading List Fuery, Patrick and Kelli Fuery. "Visual Cultures and Critical Theory." New York: Arnold Publishers, 2003.

May include, but are not limited to No value

Reading List Wood, W. Warner. "Made in Mexico: Zapotec Weavers and the Global Ethnic Art Market." Bloomington and Indianapolis: Indiana University Press, 2008.

May include, but are not limited to No value

Reading List Michaels, Walter Benn. "The Beauty of a Social Problem: Photography, Autonomy, Economy." Chicago and London: University of Chicago Press, 2015.

May include, but are not limited to No value

Reading List Copeland, Huey. "Bound to Appear: Art, Slavery, and the Site of Blackness in Multicultural America." Chicago: University of Chicago Press, 2013.

May include, but are not limited to No value

Reading List hooks, bell. "Art on My Mind: Visual Politics." New York: The New Press, 1995.

May include, but are not limited to No value

Reading List Hunt, Arthur W. III, and Gene Edward Veith, Jr., eds. "The Vanishing Word: The Veneration of Visual Imagery in the Postmodern World." New York: Crossway Books, 2003.

May include, but are not limited to No value

Reading List Carroll, Khadija von Zinnenburg. "Art in the Time of Colony." Abingdon, Oxfordshire and New York: Routledge, 2016.

May include, but are not limited to No value

Reading List Achim, Steiner. "Art in Action: Nature, Creativity, and Our Collective Future." San Raphael, CA: Earth Aware Editions, 2007.

May include, but are not limited to No value

Reading List Carlson, Allen and Sheila Lintott, eds. "Nature, Aesthetics, and Environmentalism: From Beauty to Duty." New York: Columbia University Press, 2008.

May include, but are not limited to No value

Reading List Terracciano, Emilia. "Art and Emergency: Modernism in Late Twentieth-Century India." London: I.B. Tauris, 2017.

May include, but are not limited to No value

Reading List McKenna, Rebecca Tinio. "Amerian Imperial Pastoral: The Architecture of U.S. Colonialism in the Philippines." Chicago and London: University of Chicago Press, 2017.

May include, but are not limited to No value

Reading List Ogundale, Wole, et al. "Character is Beauty: Redefining Yoruba Culture and Identity." Trenton, New Jersey: Africa World Press, 2001.

May include, but are not limited to

No value

Reading List Rogoff, Irit. "Terra Infirma: Geography's Visual Culture." London and New York: Routledge, 2000.

May include, but are not limited to

No value

Reading List Screech, Timon. "The Lens within the Heart: The Western Scientific Gaze and Popular Imagery in Later Edo Japan." Honolulu: University of Hawaii Press, 2002.

May include, but are not limited to

No value

Reading List Bohls, Elizabeth A. "Slavery and the Politics of Place: Representing the Colonial Caribbean, 1770-1833." Cambridge and New York: Cambridge University Press, 2014.

May include, but are not limited to

No value

Reading List Davis, Heather and Etienne Turpin. "Art in the Anthropocene: Encounters Among Aesthetics, Politics, Environments, and Epistemologies." London: Open Humanities Press, 2015.

May include, but are not limited to

No value

Reading List Lippard, Lucy, et al. "Weather Report: Art and Climate Change." Boulder, CO: Boulder Museum of Contemporary Art, 2007.

May include, but are not limited to

No value

Changed	Field	Current Version	Proposed Version
		Reading List Brodsky, Judith, et al. "The Fertile Crescent: Gender, Art, and Society." New Brunswick, NJ: Rutgers University Institute for Women and Art, 2012. May include, but are not limited to No value	
		Reading List Jones, Amelia and Erin Silver, eds. "Otherwise: Imagining Queer Feminist Art Histories." Manchester: Manchester University Press, 2016. May include, but are not limited to No value	
		Reading List Heartney, Eleanor. "Art and Today." New York: Phaidon Press Inc., 2008. May include, but are not limited to No value	

Learning Outcomes			
Changed	Field	Current Version	Proposed Version
	Course Objectives	- Discuss the function of works of art relative to their original environment - Develop visual thinking skills through stylistic and formal analysis of elements and principles - Explore different media used by artists to produce works of art - Analyze the social experiences of artists - Compare and contrast works of art produced in different cultures	- Explore the production of art in a diverse range of cultures and time periods, through evaluation of artist training, assessment of techniques, and critical analysis of subject type. - Analyze the function of art in a diverse range of cultures and time periods, through investigation of the uses of art in its original environment; assessment of ongoing patterns of reception; and evaluation of social relationships between artists and those who commission, support, or otherwise use their work. - Evaluate methodology used to interpret art, through application of traditional, emerging, and critical theory approaches used by art historians.

Changed	Field	Current Version	Proposed Version
	CSLOs	CSLOs	Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.
		Expected SLO Performance	0.0
		CSLOs	Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting works of art.
		Expected SLO Performance	0.0
		CSLOs	Students will investigate the different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of original art objects.
		Expected SLO Performance	0.0
		CSLOs	Analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function.
		Expected SLO Performance	0.0
		CSLOs	Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art.
Expected SLO Performance	0.0		
CSLOs	Investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.		
Expected SLO Performance	0.0		

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	- Discuss the function of works of art relative to their original environment - Works of art produced in relation to institutions - Empires, nations, governments, and political propaganda - Religious imagery - Academia and art - Art generated for private rather than public spaces - Art criticism and methodology - Develop visual thinking skills through stylistic and formal analysis of elements and principles - Style - Naturalism - Abstraction - Idealization - Visual elements of art - Line - Shape and mass - Light, value, and color - Texture - Space - Time and motion - Principles of design - Unity and variety - Balance - Emphasis and focal point - Proportion and scale - Rhythm - Explore different media used by artists to produce works of art - Two-dimensional media - Materials and methods of drawing - Materials and methods of painting - Materials and methods of printmaking - Three-dimensional media - Methods of sculpture - Materials of sculpture - Analyze the social experiences of artists - Social theory and artistic experience - Economic status and classism - Ethnicity and racism - Gender and sexism - Artist/patron agreements and expectations - Compare and contrast works of art produced in different cultures - Social experiences of artists - Uses of materials and tools in the production of works of art - Approaches to elements of art and principles of design - Function(s) of art in its original environment	- Explore the production of art in a diverse range of cultures and time periods, through evaluation of artist training, assessment of techniques, and critical analysis of subject type. - Artist training - Workshops and apprenticeships - Development of art academies - Community-trained and self-taught artists - Technical production - Materials, tools, and techniques of two-dimensional art - Materials, tools, and techniques of three-dimensional art - Subject matter - Landscape - Portraiture - Genre - History - Still life - Nonrepresentational art - Analyze the function of art in a diverse range of cultures and time periods, through investigation of the uses of art in its original environment; assessment of ongoing patterns of reception; and evaluation of social relationships between artists and those who commission, support, or otherwise use their work. - Original function(s) of art - Art for civic, institutional, or public use - Art for devotional, domestic, or private use - Art made for personal use by artists - Ongoing patterns of reception - In the art market - In curated exhibitions, including museums, galleries, and large-scale biennials - Artists and patrons - Artists working with representatives of public institutions - Artists working with private individuals - Evaluate methodology used to interpret art, through application of traditional, emerging, and critical theory approaches used by art historians. - Traditional and emerging methods of art history - Formal analysis - Stylistic analysis - Connoisseurship - Iconography, iconology, and semiotics - Ecocritical art history - Critical theory - Feminist art history, gender studies, and queer studies - Marxist art history and material culture studies - Critical race art history - Postcolonial and colonial discourse theories - Decolonization and self-determination studies
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	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):	(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	Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment C3: Written discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignment C2: Written analysis or research paper based on observation and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation
	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	Assignment A1: Image presentation for visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation; Assignment A2: Image presentation for historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used; and Assignment A3: Image presentation for thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline C: Evaluate methodology used to interpret art, through application of traditional, emerging, and critical theory approaches used by art historians.

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	Methods of Evaluation B: Oral, written, or collaborative discussion or reflection responses to determine understanding of key ideas relative to works of art and texts.
❗	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments A1: Visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation.
❗	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	Assignment B2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays.
❗	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	Assignment A2: Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used.
❗	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 D: Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

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)	ARTS 001A	ARTS 001A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	11/12/2019	06/16/2026
	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). -mkct	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

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
			3/26/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and refer representative OER options, consider zero textbook cost (Z response box. Please also let me know in the initiator r
			3/26/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet univer
			3/26/2026	Specifications	Assignments	Suggested	Do assignments do one or more of the following: (1) Provide based on instructor feedback, peer feedback, or self-reflecti
			3/26/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide example in the initiator response box.
	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	Date	Tab	Part - Field	Type of Edit	Edit
			4/27/2026	Learning Outcomes#1	CSLO	Required	"Students will analyze the social experiences of artists, evaluating relationships between artists and the social context of their work. Must start with Bloom's Taxonomy verb: Analyze the social experiences of artists, evaluating relationships between a
			4/27/2026	Learning Outcomes#2	CSLO	Required	"Students will demonstrate visual literacy and critical thinking skills through evaluation of art through writing (review-filters)" Must start with Bloom's Taxonomy verb: Demonstrate visual literacy and critical thinking skills through evaluation of
			4/27/2026	Learning Outcomes#3	CSLO	Required	"Students will investigate different techniques utilized in the production of art through writing. Must start with Bloom's Taxonomy verb: Investigate different techniques utilized in the production of art through writ
	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	ARTSD001A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2019 12:00:00 AM

Changed	Field	Current Version
	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	CCC000016379

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

De Anza College

Change Report

05/18/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
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
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 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	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
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.
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	Mary Clark Tillman	Elizabeth Mjelde
	Course ID (CB01A and CB01B)	ARTSD001B	ARTSD001B
	Course Control Number	CCC000237323	CCC000237323
	Course Title (CB02)	Architecture Past and Present	Architecture Past and Present
	Short Course Title	ARCHITECT PAST & PRES	ARCHITECT PAST & PRES
	TOP Code (CB03)	1001.00	1001.00 Fine Arts, General
	CIP Code	Visual and Performing Arts, General	50.0101 Visual and Performing Arts, General
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course explores architecture throughout the world, for the purpose of refining visual literacy skills. Works of architecture will be studied comparatively with regard to form and function, and numerous architectural concepts will be examined.	In this course students explore architecture from a broad range of cultures for the purpose of building and refining skills in visual literacy and critical analysis. Students evaluate architectural design and construction practices, training of architects, patronage, and the historical function(s) of architecture through application of diverse theoretical approaches and interpretive methods. Students produce written analysis of architecture based on firsthand observation.
	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 is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the General Introduction to Art History series, introducing students to the visual arts by means of an analysis of the function of a wide range of architectural forms.	This course is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the General Introduction to Art History series, introducing students to the visual arts by means of an analysis of the function of a wide range of architectural forms.

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>All aspects of this course were reviewed and updated to reflect values and practices of diversity, equity, and inclusion. For example, primary texts and references represent diverse authors, voices, and perspectives; offer clear and accessible explanation; and explore current debates in the field of art history that are relevant to students.</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	No value	

UC Transferable and/or Lower-Division Major Requirement

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

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>

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** Art History for Transfer

**Award
Type** Associate in Arts for
Transfer (A.A.-T.)
Degree

**Associated
Program** Art History for Transfer

**Award
Type** Associate in Arts for
Transfer (A.A.-T.)
Degree

**Associated
Program** Art History for Transfer
(In Development)

**Award
Type** Associate in Arts for
Transfer (A.A.-T.)
Degree

**Associated
Program** Art History for Transfer
(In Development)

**Award
Type** Associate in Arts for
Transfer (A.A.-T.)
Degree

**Associated
Program** Cal-GETC

**Associated
Program** Cal-GETC

Changed	Field	Current Version		Proposed Version	
		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	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

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	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3A - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3A - Approved.	-	No value
		System/Institution	Cal-GETC												
		Area(s)	CA3A - Approved.												
		-	No value												
		System/Institution	Cal-GETC												
		Area(s)	CA3A - Approved.												
	-	No value													
	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value	
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														

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

Course Student Hours - Profile Name: Default Profile

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

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	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

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

Specifications			



Methods of Instruction

Methods of Instruction

Methods of Instruction

- Lecture and visual aids
- Discussion of assigned reading
- Discussion and problem solving performed in class
- In-class essays
- In-class exploration of Internet sites
- Field observation and field trips
- Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction

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

Changed	Field	Current Version	Proposed Version
!	Assignments	1. Required reading from the texts 2. Written assignment.	A. Image presentations 1. Visual evaluation, requiring formal and stylistic analysis, critical theory, and additional methods of interpretation 2. Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which architecture was created and used 3. Thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of architecture and ideas to explore patterns of production and reception B. Readings 1. Primary source documents 2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays 3. Instructor-authored material C. Writing 1. Written (or partially-written) midterm and final exams 2. Analysis or research paper based on selection, observation, and analysis of architecture, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation 3. Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas

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. Midterm and final exams, including both of the following formats: objective questions identifying works of architecture and their respective architects, historical periods, dates, and media, and/or “short answer” questions; and written essays requiring analysis of works of architecture in conjunction with works discussed by students in class, and in response to assigned readings, including application of primary source documents and secondary written sources. 2. At least one written assignment, comprised of a term paper which requires visual analysis of local architecture contextualized in relation to	Methods of Evaluation 1. Quizzes which may include objective, short answer, and/or essay questions to determine engagement in visual, historical, and thematic evaluation of architecture and texts (primary and secondary sources). 2. Oral, written, or collaborative discussion or reflection responses shaped and demonstrated by faculty to determine understanding of key ideas relative to works of architecture and texts. 3. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills. 4. Analysis or research paper to assess critical

Changed	Field	Current Version	Proposed Version
		works discussed by students in class. The paper will be evaluated on the basis of any or all of the following: student analysis of physical condition and technical production of works of architecture; implementation of formal and stylistic analysis; interpretation of subject matter; consideration of the gender, ethnicity, and social status of architects and/or patrons; and analysis of the function and meaning of works of architecture in society.	analysis of original work(s) of architecture observed firsthand.
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • Lecture room with dimmable lighting and highest-quality laser projector (Christie 4K7-HS or equivalent) and DVD/Blu-ray deck



Examples of
Primary Texts and
References

Title	No value
Author	Roth, Leland M. and Amanda C. Roth Clark. Understanding Architecture: Its Elements, History, and Meaning. Routledge, 2018, third edition.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Understanding Architecture: Its Elements, History, and Meaning
Author	Roth, Leland M. and Amanda C. Roth Clark
Publisher	Abingdon, Oxfordshire: Routledge
Date/Edition	2025, fourth edition
ISBN	No value

Title	The Women Who Changed Architecture
Author	Hartman, Jan Cigliano, ed.
Publisher	New York: Princeton Architectural Press
Date/Edition	2022
ISBN	No value

Title	Buildings Across Time: An Introduction to World Architecture
Author	Fazio, Michael
Publisher	Columbus, Ohio: McGraw Hill
Date/Edition	2023, sixth edition
ISBN	No value

Changed Field

Current Version

Proposed Version

Title	Our voices: Indigeneity and architecture
Author	Kiddle, Rebecca, Patrick Reid Stewart, and Kevin O'Brien
Publisher	Novato: Oro editions
Date/Edition	2018
ISBN	No value

Title	Introducing Architectural Theory: Expanding the Disciplinary Debate
Author	Smith, Korydon, and Miguel Guitart
Publisher	Abingdon, Oxfordshire: Routledge
Date/Edition	2024, second edition
ISBN	No value

**Suggested
Reading List**

No value

Reading List Anthony, Kathryn H.
"Designing for Diversity:
Gender, Race, and
Ethnicity in the
Architecture
Profession." Chicago:
University of Illinois
Press, 2007.

**May
include,
but are
not
limited
to** No value

Reading List Mallgrave, Harry Francis
and Christina
Contandriopoulos, eds.
"Architectural Theory,
volume 2: An Anthology
from 1871 to 2005."
Malden, MA: Blackwell
Publishers, 2008.

**May
include,
but are
not
limited
to** No value

Reading List Barton, Craig Evan.
"Sites of Memory:
Perspectives on
Architecture and Race."
Princeton, NJ: Princeton
University Press, 2001.

**May
include,
but are
not
limited
to** No value

Reading List Betsky, Aaron. "Building Sex: Men, Women, Architecture, and the Construction of Sexuality." Kolkata: Quill Publishers, 1997.

May include, but are not limited to No value

Reading List Serraino, Pierluigi. "NorCalMod: Icons of Northern California Modernism." San Francisco: Chronicle Books, 2006.

May include, but are not limited to No value

Reading List Edensor, Tim. "Tourists at the Taj: Performance and Meaning at a Symbolic Site." London and New York: Routledge, 1998.

May include, but are not limited to No value

Reading List Kaplan, Wendy, ed.
"Design in California and Mexico, 1915-1985: Found in Translation."
Los Angeles: Los Angeles County Museum of Art, and Munich: Prestel, 2017.

May include, but are not limited to

No value

Reading List Friedman, Alice.
"Women and the Making of the Modern House."
New York: Abrams, 1998.

May include, but are not limited to

No value

Reading List Desai, Madhavi and Medi Desai. "The Bungalow in Twentieth-Century India."
Abingdon, Oxfordshire and New York: Routledge, 2016.

May include, but are not limited to

No value

Reading List Kahera, Akel Ismail. "Deconstructing the American Mosque: Space, Gender, and Aesthetics." Austin, TX: University of Texas Press, 2002.

May include, but are not limited to No value

Reading List Khaghani, Saeid. "Islamic Architecture in Iran. Poststructural Theory and the Architectural History of Iranian Mosques." London: I.B. Tauris, 2017.

May include, but are not limited to No value

Reading List Maranci, Christina. "Medieval Armenian Architecture: Constructions of Race and Nation." Leuven: Peeters, 2001.

May include, but are not limited to No value

Reading List Michell, George, et al. "Architecture of the Islamic World." New edition. New York: Thames and Hudson, 1995.

May include, but are not limited to No value

Reading List Prussin, Labelle. "African Nomadic Architecture: Space, Place, and Gender." Washington, D.C.: Smithsonian Books, 1997.

May include, but are not limited to No value

Reading List Rendell, Jane, et al. "Gender Space Architecture: An Interdisciplinary Introduction." London and New York: Routledge, 1999.

May include, but are not limited to No value

Reading List Rowe, Peter C., and Seng Kuan. "Architectural Encounters with Essence and Form in Modern China." Cambridge, MA: The MIT Press, 2002.

May include, but are not limited to

No value

Reading List Patricios, Nicholas. "The Sacred Architecture of Byzantium: Art, Liturgy and Symbolism in Early Christian Churches." London: I.B. Tauris, 2014.

May include, but are not limited to

No value

Reading List Villela, Khristaan, et al. "Contemporary Mexican Design and Architecture." Layton, UT: Gibbs Smith Publishers, 2002.

May include, but are not limited to

No value

Reading List Allaback, Sarah. "The First American Women Architects." Urbana, IL: University of Illinois Press, 2008.

May include, but are not limited to No value

Reading List Davis, Sam. "Designing for the Homeless: Architecture that Works." Berkeley: University of California Press, 2004.

May include, but are not limited to No value

Reading List Malnar, Joyce Monice and Frank Vodvarka. "New Architecture on Indigenous Lands." Minneapolis, MN: University of Minnesota Press, 2013.

May include, but are not limited to No value

Reading List Espegel, Carmen. "Women Architects in the Modern Movement." Abingdon, Oxfordshire and New York: Routledge, 2018.

May include, but are not limited to No value

Reading List Crouch, Dora P. and June G. Johnson. "Traditions in Architecture: Africa, America, Asia, and Oceania." New York: Oxford University Press, 2001.

May include, but are not limited to No value

Reading List Sowinski, Suzanne. "A History of Sustainable Architecture: Design Fundamentals." Philadelphia: Eco Press, 2017.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		Reading List Mallgrave, Harry Francis, ed. "Architectural Theory, volume 1: An Anthology from Vitruvius to 1870." Malden, MA: Blackwell Publishers, 2005.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	- Describe, analyze, compare, and contrast the structural/engineering methods employed in architecture worldwide with a discussion of their aesthetic ramifications - Discuss, analyze, compare, and contrast of building materials in terms of their practical and their aesthetic considerations - Analyze the social experiences of architects - Discuss, analyze, compare, and contrast the relationship between the form of a building and its function - Compare and contrast works of architecture produced in different cultures	- Explore the design and production of architecture in a diverse range of cultures and time periods, through evaluation of architectural training and assessment of design and building practices. - Analyze the function of architecture in a diverse range of cultures and time periods, through investigation of uses at the time of construction and evaluation of social relationships between architects and those who commission their designs. - Evaluate methodology used to interpret architecture, through application of traditional, emerging, and critical theory approaches used by architectural historians.



CSLOs

CSLOs

Students will analyze the social experience of architects, demonstrating how architects' relationship with their patrons was a defining factor in the production of buildings and monuments.

**Expected
SLO
Performance**

0.0

CSLOs

Analyze the social experiences of architects, evaluating relationships between architects and those who train, commission, or support them as a defining factor in artistic production and function.

**Expected
SLO
Performance**

0.0

CSLOs

Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting works of architecture.

**Expected
SLO
Performance**

0.0

CSLOs

Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting architecture.

**Expected
SLO
Performance**

0.0

CSLOs

Students will investigate the different techniques utilized in the production of works of architecture through written analysis based on firsthand evaluation of local buildings.

**Expected
SLO
Performance**

0.0

CSLOs

Investigate different techniques utilized in the production of architecture through written analysis based on firsthand observation of architecture.

**Expected
SLO
Performance**

0.0



**Course
Content**

1. Describe, analyze, compare, and contrast the structural/engineering methods employed in architecture worldwide with a discussion of their aesthetic ramifications
 1. The post and lintel method of construction
 2. The development of the arch
 3. The development of the dome
 4. The development of the barrel vault and the groin vault
 5. The development of balloon framing
 6. The development of steel cage construction
 7. The development of cantilever construction
2. Discuss, analyze, compare, and contrast of building materials in terms of their practical and their aesthetic considerations
 1. Practical concerns, especially durability of materials as well as fire safety
 2. Aesthetic considerations, include desired proportions, ratios of height to width, interior space, and texture
 3. Introduction to building materials, such as:
 1. Wood
 2. Adobe and brick
 3. Stone
 4. Cast iron, steel, glass, and concrete
3. Analyze the social experiences of architects
 1. Social status and classism
 2. Ethnicity and racism
 3. Gender and sexism
4. Discuss, analyze, compare, and contrast the relationship between the form of a building and its function

1. Explore the design and production of architecture in a diverse range of cultures and time periods, through evaluation of architectural training and assessment of design and building practices.
 1. Architectural training
 1. Workshops, apprenticeships, and craftsmen
 2. The academy
 3. Self-taught architects
 2. Innovation and continuity in production
 1. Design practices
 2. Construction practices
 3. Building materials and tools
2. Analyze the function of architecture in a diverse range of cultures and time periods, through investigation of uses at the time of construction and evaluation of social relationships between architects and those who commission their designs.
 1. Functions of architecture
 1. Architecture for civic, institutional, or public use
 2. Architecture for devotional, familial, or private use
 3. Monuments and memorials as architectural practice
 4. Landscape design and garden history as architectural practice
 5. Architecture made for personal use by architects
 2. Architects and patrons
 1. Architects working with representatives of public institutions
 2. Architects working with private individuals

Changed	Field	Current Version	Proposed Version
		1. Interior of domed structures vs. symbolism of exterior 2. Rhythm and progression of post and lintel construction vs. its usefulness as structural support 3. Space-defining architecture vs. space-enclosing architecture 5. Compare and contrast works of architecture produced in different cultures 1. Social experiences of architects 2. Materials and tools used by architects 3. Approaches to the elements and principles of architectural design 4. Function of buildings	3. Evaluate methodology used to interpret architecture, through application of traditional, emerging, and critical theory approaches used by architectural historians. 1. Traditional and emerging methods of architectural history 1. Formal analysis of drawings, plans, and models 2. Stylistic analysis 3. Archaeology and site analysis 4. Heritage studies and historic preservation 5. Ecocritical architectural theory, the environmental humanities, and climate crisis 2. Critical theory 1. Feminist architecture 2. Critical race architecture 3. Postcolonial and colonial discourse theories 4. Decolonization and self-determination studies
	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	Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment C3: Written discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignment C2: Written analysis or research paper based on observation and analysis of architecture, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation
	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	Assignment A1: Image presentation for visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation; Assignment A2: Image presentation for historical evaluation, requiring critical assessment of cultural milieu as well as temporal, geographical, and environmental parameters within which architecture was created and used; and Assignment A3: Image presentation for thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of architecture and ideas to explore patterns of production and reception

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
	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 C: Evaluate methodology used to interpret architecture, through application of traditional, emerging, and critical theory approaches used by architectural historians.
	! 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 B: Oral, written, or collaborative discussion or reflection responses to determine understanding of key ideas relative to works of architecture and texts.

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	Assignments A1: Visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation.
	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	Assignment B2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays.
	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	Assignment A2: Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which architecture was created and used.

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation D: Analysis or research paper to assess critical analysis of original work(s) of architecture observed firsthand.

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)	ARTS 001B	ARTS 001B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	DL Approval Date (MM/DD/YYYY)	11/12/2019	06/16/2026
❗	Hybrid Approval Date (MM/DD/YYYY)	11/12/2019	06/16/2026
	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). -mkct	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

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

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.**

3/26/2026	Specifications	Examples of Primary Texts and References	Required

Response: While the Heilbrunn Timeline of Art History is a suitable OER supplemental resource for this course, it is not offered as a substitute for the primary text or references. Individual faculty members determine texts and course materials, which may include OER and ZTC options.

3/26/2026 Specifications Examples of Primary Texts and References

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.

3/26/2026 Specifications Assignments Suggested

Response: The “DEI Review” statement has been revised in response to the suggestion. 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, let me know in the Initiator response box.

Response: Assignment “C2” has been revised in response to the suggestion.

Changed	Questions	Current Version	Proposed Version
		3/26/2026	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. Response: Method of Evaluation "B" has been revised in response to the suggestion.
	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

Changed Questions Current Version Proposed Version



Stage 8:
SLO
Coordinator

No
Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/27/2026	Learning Outcomes	CSLO #1	Required	"Students will analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function." Must start with Bloom's Taxonomy verb: Analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function.	Y
4/27/2026	Learning Outcomes	CSLO #2	Required	"Students will demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting architecture." Must start with Bloom's Taxonomy verb: Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting architecture.	Y

Changed	Questions	Current Version	Proposed Version

		4/27/2026	Learning Outcomes	CSLO #3	Required	“Students will investigate different techniques utilized in the production of architecture through written analysis based on firsthand observation of architecture.” Must start with Bloom’s Taxonomy verb: Investigate different techniques utilized in the production of architecture through written analysis based on firsthand observation of architecture.	Y

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	ARTSD001B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2019 12:00:00 AM
	Time to Next Review	Sep 1, 2025 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000237323

Articulation

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

De Anza College

Change Report

05/18/2026

Summary of Changes

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

Section	Changed field
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.)
De Anza GE - ESGC Form	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.
De Anza GE - ESGC Form	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.
De Anza GE - ESGC Form	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.
De Anza GE - ESGC Form	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.
De Anza GE - ESGC Form	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.
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 8: SLO Coordinator
Course Justification	Course Justification
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	Elizabeth Mjelde	- Elizabeth Mjelde - Natasha, Kleit
	Course ID (CB01A and CB01B)	ARTSD001C	ARTSD001C
	Course Control Number	No value	
	Course Title (CB02)	Introduction to Museum Studies	Introduction to Museum Studies
	Short Course Title	INTRO TO MUSEUM STUDIES	INTRO TO MUSEUM STUDIES
	TOP Code (CB03)	1001.00	1001.00 Fine Arts, General
	CIP Code	Visual and Performing Arts, General.	50.0101 Visual and Performing Arts, General.
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
❗	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	Course Description	This course introduces students to the discipline of museum studies through analysis of the historical development of museums and exhibitions as well as discussion of ideas and issues that shape museums today. While the course focuses on art museums within social, postcolonial, and environmental contexts, students interested in factors that shape other institutions engaged in collection, preservation, exhibition, and interpretation are encouraged to enroll.	In this course students explore theoretical foundations, aesthetic developments, historical contexts, and social functions of art museums and exhibitions of art locally, nationally, and globally for the purpose of building and refining visual literacy, critical analysis, and cultural understanding. Students explore the relationship of art history to museum studies through application of diverse theoretical approaches and interpretive methods, and produce written analysis of art exhibitions based on firsthand observation.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	- Online - Hybrid	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	Art History	Art History
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	FHDA FSA - ART	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 is transferable to CSU and UC and belongs on the Art History Associate in Arts (A.A.) Degree. The course meets a general education requirement for De Anza and provides students with an introduction to the discipline of museum studies. It offers students an important avenue for research and development not offered through any other program on campus. It is also the first course in the Creative Arts Division to attain Environmental Sustainability and Global Citizenship status.	This course is transferable to CSU and UC and belongs on the Art History Associate in Arts (A.A.) ~~Degree. The course- Degree, and~~ meets a general education requirement for De Anza ~~and- Anza. It~~ provides students with an introduction to the discipline of museum ~~studies. It- studies and~~ offers students an important avenue for research and development not offered through ~~any~~ other ~~program- programs~~ on campus. ~~It is also the first course in the Creative Arts Division to attain Environmental Sustainability and Global Citizenship status- campus.~~

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>All aspects of this course were reviewed and updated to reflect values and practices of diversity, equity, and inclusion. For example, primary texts and references represent diverse authors, voices, and perspectives; offer clear and accessible explanation; and explore current debates in the field of museum studies and art history that are relevant to students.</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.

Changed	Field	Current Version	Proposed Version
	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
	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
	If yes, identify the lower-division UC course and campus.	UCLA, ARTHIS 25: "Museum Studies"	UCLA, ARTHIS 25: "Museum Studies"

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)
	Course is part of a program	Associated Program	Art History for Transfer	Associated Program	Art History 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	Art History for Transfer (In Development)	Associated Program	Art History 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
		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

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>De Anza GE</td></tr><tr><td>Area(s)</td><td> • 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> • CA3A - Pending. • CA3B - Pending. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	• CA3A - Pending. • CA3B - Pending.	-	No value
		System/Institution	De Anza GE												
		Area(s)	• 2G3X - Approved.												
		-	No value												
System/Institution	Cal-GETC														
Area(s)	• CA3A - Pending. • CA3B - Pending.														
-	No value														
		<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> • 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G3X - Approved.	-	No value							
System/Institution	De Anza GE														
Area(s)	• 2G3X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

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

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

Course Student Hours - Profile Name: Default Profile

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

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

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

Changed	Field	Current Version	Proposed Version
!	Assignments	- Slide presentations - Visual assessment and historical contextualization, requiring students to evaluate a diverse range of works of art, architecture, museums, and exhibitions in relation to the environment in which each was created - Visual and thematic analysis, requiring students to critically analyze works of art and architecture through juxtaposition, comparison, and critical thinking - Assigned reading - Primary source documents - Secondary sources, including a culturally diverse range of book chapters, scholarly journal articles, and periodicals - Instructor-created handouts - Writing - Written (or partially-written) midterm and final exams, requiring students to employ varying rhetorical strategies in the critical analysis of diverse examples of course material - Research paper or analysis paper, requiring students to construct an essay which explores course objectives and in which students rely on MLA guidelines for formatting and citation - Discussion posts and journal essays, requiring students to draw from personal experience to evaluate and synthesize ideas about social and environmental responsibility as they distinguish, compare, and evaluate a multiplicity of perspectives	- Image presentations - Visual evaluation, requiring analysis and application of methodology and critical theory - Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used - Thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception - Readings - Primary source documents - Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays - Instructor-authored material - Writing - Written (or partially-written) midterm and final exams - Analysis or research paper based on selection, observation, and analysis of exhibitions, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation - Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Quizzes to evaluate student engagement and progress in visual assessment and historical contextualization of imagery and comprehension of texts (primary and secondary sources), which may include objective, short answer, and/or essay questions
2. Midterm and final examinations with a written component to evaluate student engagement and progress in visual and thematic analysis
3. Research or analysis paper to evaluate student engagement and progress in critical analysis of diverse examples of art, architecture, and texts
4. Participation in oral, written, and collaborative discussion of key concepts relative to art, architecture, and texts

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Quizzes which may include objective, short answer, and/or essay questions to determine engagement in visual, historical, and thematic evaluation of museums and texts (primary and secondary sources).
2. Oral, written, or collaborative discussion or reflection responses shaped and demonstrated by faculty to determine understanding of key ideas relative to museums and texts.
3. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills.
4. Analysis or research paper to assess critical analysis of exhibitions observed firsthand.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Essential Student Materials:

- None

Essential College Facilities:

- Lecture room with dimmable lighting and highest-quality laser projector (Christie 4K7-HS or equivalent) and DVD/Blu-ray deck



Examples of Primary Texts and References

Title The thing about museums : objects and experience, representation and contestation

Author Dudley, Sandra H. and Susan M. Pearce

Publisher Routledge

Date/Edition 2017

ISBN 9780815346760

Title Practicing decoloniality in museums : a guide with global examples

Author Ariese, Csilla E. and Magdalena Wróblewska

Publisher Amsterdam University Press

Date/Edition 2022

ISBN 9789463726962

Title The art museum from Boullée to Bilbao

Author McClellan, Andrew

Publisher University of California Press

Date/Edition 2008

ISBN 9780520251267

Title Museums as agents of change: a guide to becoming a changemaker

Author Murawski, Mike

Publisher American Alliance of Museums

Date/Edition 2021

ISBN 9781538108956

Title Introducing Museum Studies.

Author Fyfe, Gordon.

Publisher Cambridge: Polity.

Date/Edition 2025

ISBN No value

Title Practicing decoloniality in museums : a guide with global examples

Author Ariese, Csilla E. and Magdalena Wróblewska

Publisher Amsterdam University Press

Date/Edition 2022

ISBN No value

Title Foundations of Museum Studies: Evolving Systems of Knowledge.

Author Latham, Kristen F., John E. Simmons.

Publisher London: Bloomsbury Academic

Date/Edition 2025

ISBN No value

Title Displaying Art in the Early Modern Period: Exhibiting Practices and Exhibition Spaces.

Author Bianchi, Pamela, ed.

Publisher Abingdon, Oxfordshire: Routledge.

Date/Edition 2023

ISBN No value

Changed	Field	Current Version	Proposed Version																				
		<table><tr><td>Title</td><td>Communities and museums in the 21st century : shared histories and climate action</td></tr><tr><td>Author</td><td>Brown, Karen, Alissandra Cummins, and Ana S. González Rueda, eds.</td></tr><tr><td>Publisher</td><td>Routledge</td></tr><tr><td>Date/Edition</td><td>2024</td></tr><tr><td>ISBN</td><td>9781003288138</td></tr></table>	Title	Communities and museums in the 21st century : shared histories and climate action	Author	Brown, Karen, Alissandra Cummins, and Ana S. González Rueda, eds.	Publisher	Routledge	Date/Edition	2024	ISBN	9781003288138	<table><tr><td>Title</td><td>Museum Theory.</td></tr><tr><td>Author</td><td>Witcomb, Andrea and Kylie Message, eds.</td></tr><tr><td>Publisher</td><td>Hoboken, New Jersey: Wiley.</td></tr><tr><td>Date/Edition</td><td>2020</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Museum Theory.	Author	Witcomb, Andrea and Kylie Message, eds.	Publisher	Hoboken, New Jersey: Wiley.	Date/Edition	2020	ISBN	No value
Title	Communities and museums in the 21st century : shared histories and climate action																						
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Publisher	Routledge																						
Date/Edition	2024																						
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Title	Museum Theory.																						
Author	Witcomb, Andrea and Kylie Message, eds.																						
Publisher	Hoboken, New Jersey: Wiley.																						
Date/Edition	2020																						
ISBN	No value																						
	Suggested Reading List	No value	No value																				

Learning Outcomes			
Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Explore and analyze the development of art collections and museums within historical contexts, globally and locally • Explore and analyze the development of art exhibitions within historical contexts, globally and locally • Evaluate museums as sites for debate, social change, and environmental consciousness, globally and locally	• Evaluate museum studies in relation to the discipline of art history through examination of diverse theoretical and methodological perspectives. • Explore theoretical foundations, aesthetic developments, historical contexts, and social functions of art museums locally, nationally, and globally through analysis of images, objects, works of architecture, primary source documents, and scholarly texts. • Explore theoretical foundations, aesthetic developments, historical contexts, and social functions of exhibitions of art locally, nationally, and globally through analysis of images, objects, works of architecture, primary source documents, and scholarly texts. • Evaluate a diverse range of interpretive methods, applying traditional and emerging methods of art history and museology as well as critical theory, to explore aesthetic, political, and social themes in museum studies.



CSLOs

CSLOs Analyze the social experiences of artists, architects, and designers when determining the function of museums and exhibitions.

Expected SLO Performance 0.0

CSLOs Analyze the social experiences of artists, architects, and designers when determining the function of museums and exhibitions.

Expected SLO Performance 0.0

CSLOs Demonstrate visual literacy, critical thinking, and diverse scholarly perspectives when exploring histories of museums and exhibitions.

Expected SLO Performance 0.0

CSLOs Demonstrate visual literacy, critical thinking, and diverse scholarly perspectives when exploring histories of museums and exhibitions.

Expected SLO Performance 0.0

CSLOs Employ firsthand investigation and written analysis when evaluating different approaches used by museums to produce information for visitors.

Expected SLO Performance 0.0

CSLOs Employ firsthand investigation and written analysis when evaluating different approaches used by museums to produce information for visitors.

Expected SLO Performance 0.0

CSLOs Investigate the role of museum studies in relation to the discipline of art history to evaluate the historical, social, and cultural interdependencies of these fields, through application of diverse theoretical and methodological perspectives.

Expected SLO Performance 0.0

Changed	Field	Current Version	Proposed Version				
			<table><tr><td>CSLOs</td><td>Build and refine critical thinking and visual literacy skills through exploration of the theoretical foundations, aesthetic developments, historical contexts, and social functions of art museums locally, nationally, and globally through analysis of images, objects, works of architecture, primary source documents. and scholarly texts.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Build and refine critical thinking and visual literacy skills through exploration of the theoretical foundations, aesthetic developments, historical contexts, and social functions of art museums locally, nationally, and globally through analysis of images, objects, works of architecture, primary source documents. and scholarly texts.	Expected SLO Performance	0.0
CSLOs	Build and refine critical thinking and visual literacy skills through exploration of the theoretical foundations, aesthetic developments, historical contexts, and social functions of art museums locally, nationally, and globally through analysis of images, objects, works of architecture, primary source documents. and scholarly texts.						
Expected SLO Performance	0.0						
			<table><tr><td>CSLOs</td><td>Explore aesthetic, social, and political themes in relation to historical and current art exhibition practices, through written analysis based on firsthand observation in a museum context.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Explore aesthetic, social, and political themes in relation to historical and current art exhibition practices, through written analysis based on firsthand observation in a museum context.	Expected SLO Performance	0.0
CSLOs	Explore aesthetic, social, and political themes in relation to historical and current art exhibition practices, through written analysis based on firsthand observation in a museum context.						
Expected SLO Performance	0.0						

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Explore and analyze the development of art collections and museums within historical contexts, globally and locally 1. Explore the origins and development of private collections, critically analyzing personal, familial, and institutional motivations for collecting art and artifacts 2. Explore the origins and development of public museums, critically analyzing cultural patrimonies and/or hegemonies in the establishment of national, regional, and local art museums 3. Explore the roles of colonizers in the establishment of private collections and public museums, critically analyzing collections and museums in relation to the consequences of historical and ongoing colonial practices 4. Explore the roles of anti-colonial activists as well as social justice and civil rights advocates in the establishment of museums as sites for equity, social change, and economic parity in contrast to the formation of traditional collections and museums 5. Explore the roles of ecologically-focused and climate-conscious architects and landscape designers in the establishment of sustainable museums, critically analyzing historical and present-day museums as works of architecture which advance ideas and values 6. Evaluate current attitudes and practices in the collection, documentation, preservation, and conservation of works of art in museums relative to the historical development of art collections and museums 2. Explore and analyze the development of art exhibitions within historical contexts, globally and locally 1. Explore histories of display of private collections, critically analyzing viewing practices in domestic spaces such as: 1. Gardens	1. Evaluate museum studies in relation to the discipline of art history through examination of diverse theoretical and methodological perspectives. 1. Role of art history in museum studies 2. Role of museum studies in art history 2. Explore theoretical foundations, aesthetic developments, historical contexts, and social functions of art museums locally, nationally, and globally through analysis of images, objects, works of architecture, primary source documents, and scholarly texts. 1. Origins, development, and influence of pre-modern private and public art collections 1. Personal and family collections 2. Civic and religious collections 2. Origins, development, and influence of early modern art museums 1. Aesthetic developments in early modern purpose-built museum architecture 2. Formative significance of cultural patrimony, heritage, imperialism, and colonialism upon the establishment of early modern permanent art collections 3. Impact of technology, education, and workforce upon viability or growth of art museums as sites of production for knowledge and taste, professional development, and cultural enrichment during the early modern period 3. Modern and contemporary art museums as sites of aesthetic, political, and social critique 1. Aesthetic developments in modern and contemporary purpose-built museum architecture

Changed	Field	Current Version	Proposed Version
		2. Private galleries 3. Curiosity cabinets 2. Explore histories of temporary public exhibitions, critically analyzing the cultivation of viewing audiences in venues such as: 1. Art academies 2. World fairs and expositions 3. International biennials and triennials 3. Explore histories of exhibitions in museums, recognizing different types of exhibitions and analyzing their function, such as: 1. Permanent collection exhibitions 2. Temporary thematic exhibitions 3. Artist retrospective exhibitions 4. Explore current and evolving practices of exhibiting diverse forms of art in museums, such as: 1. Installations 2. Performance art 3. Conceptual art 4. Screen-based art 5. Environmentally sustainable art 5. Evaluate current attitudes and practices about scholarship and exhibition of works of art in museums relative to the historical development of art exhibitions 3. Evaluate museums as sites for debate, social change, and environmental consciousness, globally and locally 1. Evaluate museums as sites for restoring and reclaiming histories through practices of decolonization, inclusivity, and art and artifact repatriation 2. Evaluate museums as sites for community building and civic engagement, exploring programs designed to demonstrate how society is dependent on sustainable social and ecological systems 3. Evaluate museums as sites for cultivating environmental awareness and modeling eco-critical practice, exploring programs designed to counter	2. Recent and ongoing shifts in art museum collecting practices in metropolitan and postcolonial polities, including decolonization initiatives resulting in repatriation of art and artifacts 3. Modern and contemporary art museums as sites for civil rights and social justice action, including multivocal initiatives resulting in broader restoration, preservation, and interpretation of art, artifacts, and archives 4. Impact of widespread changes in technology, education, and workforce upon viability or growth of art museums as sites of production of knowledge and taste, professional development, and cultural enrichment during the modern and contemporary periods 3. Explore theoretical foundations, aesthetic developments, historical contexts, and social functions of exhibitions of art locally, nationally, and globally through analysis of images, objects, works of architecture, primary source documents, and scholarly texts. 1. Origins, development, and influence of display prior to modernity 1. Art in domestic spaces 2. Art in civic and religious institutions 2. Origins, development, and influence of early modern art exhibitions 1. Academic salons 2. World fairs and expositions 3. Modern and contemporary art exhibitions as sites of aesthetic, political, and social critique 1. Independent or anti-academic exhibitions 2. International biennials

Changed	Field	Current Version	Proposed Version
		problems caused by climate change 4. Evaluate museums as sites for demonstrating the interconnectivity of economic stability, social equity, and environmental sustainability 5. Evaluate roles of contemporary artists in the transformation of museums into sites of decolonization, community building, and environmental agency 6. Evaluate roles of museum visitors, including students, in making the world more environmentally sustainable and socially just through engagement in museum programs 7. Evaluate current practices in museum education and administration relative to museums as sites for debate, social change, and environmental consciousness	3. Impact of Conceptual art and its aftermath on shifting approaches to display, including performance art, Happenings, Earth art, and site-specific installations 4. Critical art exhibition methods in the display of identity and community; difference and inclusiveness; and historical memory and narrative construction 4. Evaluate a diverse range of interpretive methods, applying traditional and emerging methods of art history and museology as well as critical theory, to explore aesthetic, political, and social themes in museum studies. 1. Traditional and emerging methods 1. Formal analysis 2. Stylistic analysis 3. Connoisseurship 4. Iconography, iconology, and semiotics 5. Ecocritical art history 6. Narrative theory 7. New museology 8. Structuralism vs. Post-Structuralism 2. Critical theory 1. Feminist art history, gender studies, and queer studies 2. Marxist art history and material culture studies 3. Critical race art history 4. Postcolonial and colonial discourse theories 5. Decolonization and self-determination studies
	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.	- Units: 4 - Lec Hrs: 4 - Load: .100 - Seat Ct: 50 (mkct 6/11/24)	- Units: 4 - Lec Hrs: 4 - Load: .100 - Seat Ct: 50 (mkct 6/11/24)

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
	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.	Assignment B 2: Reading secondary sources, including a culturally diverse range of book chapters, scholarly journal articles, and periodicals	Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays.
	Objective 2: Compose essays drawn from personal experience and assigned texts.	Assignment C 3: Writing discussion posts and journal essays, requiring students to draw from personal experience to evaluate and synthesize ideas about social and environmental responsibility as they distinguish, compare, and evaluate a multiplicity of perspectives	Assignment C3: Written discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas.
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	Assignment C 2: Writing research paper or analysis paper, requiring students to construct an essay which explores course objectives and in which students rely on MLA guidelines for formatting and citation	Assignment C2: Written analysis or research paper based on observation and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation.
	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.	Assignment C 3: Writing discussion posts and journal essays, requiring students to draw from personal experience to evaluate and synthesize ideas about social and environmental responsibility as they distinguish, compare, and evaluate a multiplicity of perspectives	Assignment A1: Image presentation for visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation; Assignment A2: Image presentation for historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used; and Assignment A3: Image presentation for thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception.

B-Matrix Form

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

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

C-Matrix Form

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
	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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

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
	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
	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

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

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
	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

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Outline A: Explore and analyze the development of art collections and museums within historical contexts, globally and locally; Outline B: Explore and analyze the development of art exhibitions within historical contexts, globally and locally; Outline C: Evaluate museums as sites for debate, social change, and environmental consciousness, globally and locally	Outline A: Evaluate museum studies in relation to the discipline of art history through examination of diverse theoretical and methodological perspectives.

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.)	Assignment C 3: Writing of discussion posts and journal essays, requiring students to draw from personal experience to evaluate and synthesize ideas about social and environmental responsibility as they distinguish, compare, and evaluate a multiplicity of perspectives; Methods of Evaluation D: Participation in oral, written, and collaborative discussion of key concepts relative to art, architecture, and texts	Methods of Evaluation B: Oral, written, or collaborative discussion or reflection responses to determine understanding of key ideas relative to museums and texts.
❗	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Assignment A 2: Visual and thematic analysis, requiring students to critically analyze works of art and architecture through juxtaposition, comparison, and critical thinking	Assignments A1: Image presentations: Visual evaluation, requiring analysis and application of methodology and critical theory; A2: Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used; and A3: Thematic evaluation, requiring intra-, inter-, and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception.
❗	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 C 1: Evaluate museums as sites for restoring and reclaiming histories through practices of decolonization, inclusivity, and art and artifact repatriation Outline C 2. Evaluate museums as sites for community building and civic engagement, exploring programs designed to demonstrate how society is dependent on sustainable social and ecological systems	Outline D: Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history and museology as well as critical theory, to explore social, cultural, and political themes in museum studies.

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.)	Outline A: Explore and analyze the development of art collections and museums within historical contexts, globally and locally; Outline B: Explore and analyze the development of art exhibitions within historical contexts, globally and locally	Outline B: Explore theoretical foundations, historical developments, and social functions of art museums in local, national, and global contexts through analysis of images, objects, and works of architecture as well as primary source documents and scholarly texts; Outline C: Explore theoretical foundations, historical developments, and social functions of art exhibitions in local, national, and global contexts through analysis of images, objects, and works of architecture as well as primary source documents and scholarly texts.
!	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 A 6: Evaluate current attitudes and practices in the collection, documentation, preservation, and conservation of works of art in museums relative to the historical development of art collections and museums; Outline B 5: Evaluate current attitudes and practices about scholarship and exhibition of works of art in museums relative to the historical development of art exhibitions; Outline C 6: Evaluate roles of museum visitors, including students, in making the world more environmentally sustainable and socially just through engagement in museum programs; Outline C 7: Evaluate current practices in museum education and administration relative to museums as sites for debate, social change, and environmental consciousness	Methods of Evaluation D: Analysis or research paper to assess critical analysis of exhibitions observed firsthand; Assignments C3: 3. Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas.

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	Outline C 4: Evaluate museums as sites for demonstrating the interconnectivity of economic stability, social equity, and environmental sustainability	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.	Outline A 3: Explore the roles of colonizers in the establishment of private collections and public museums, critically analyzing collections and museums in relation to the consequences of historical and ongoing colonial practices; A 4: Explore the roles of anti-colonial activists as well as social justice and civil rights advocates in the establishment of museums as sites for equity, social change, and economic parity in contrast to the formation of traditional collections and museums; C 3: Evaluate museums as sites for cultivating environmental awareness and modeling eco-critical practice, exploring programs designed to counter problems caused by climate change	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.	Outline C 6: Evaluate roles of museum visitors, including students, in making the world more environmentally sustainable and socially just through engagement in museum programs	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	Outline C 2: Evaluate museums as sites for community building and civic engagement, exploring programs designed to demonstrate how human society is dependent on sustainable social and ecological systems	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.	Assignment C 3: Discussion posts and journal entries, requiring students to draw from personal experience to evaluate and synthesize ideas about social and environmental responsibility as they distinguish, compare, and evaluate a multiplicity of perspectives	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
	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)	ARTS 001C	ARTS 001C
	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)	06/18/2024	06/16/2026
!	Hybrid Approval Date (MM/DD/YYYY)	06/18/2024	06/16/2026
	Curriculum Office Notes	• Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). - mc • Cal-GETC 3A approval removed 5/12/25 (effect. F25) - ace	• Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). - mc • Cal-GETC 3A approval removed 5/12/25 (effect. F25) - ace

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	

Changed	Questions	Current Version	Proposed Version
		4/15/2026	Specifications Examples Required Thanks for providing this example of primary texts and references. Are there representativesubstitute for the OER options? Title 5 requirements ask that faculty check to see if there is a representative 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 While the Heilbrunn Timeline of Art History is a suitable OER supplemental resource for this course, it is not offered as a primary text or references. Individual faculty members determine texts and course materials, which may include OER and ZTC options.

Changed	Questions	Current Version	Proposed Version
			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.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. 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	Examples of Primary Texts and References	Suggested The "DEI Review" statement has been revised in response to the suggestion.
4/15/2026	Specifications	Methods of Evaluation	Suggested Method of Evaluation "B" has been revised in response to the suggestion.

Changed	Questions	Current Version	Proposed Version						
!	Stage 4: Articulation Officer	No Value							Initiator - Indicate "Y" When Completed or Initiator's Response
			04/20/26	Learning Objectives/Outline	Course Objectives Course Content	Suggested	This course is reading as an Area 3B Humanities course as opposed to a 3A arts course. All of Y the course objectives are about historical and cultural context. If you want 3A, you would likely need to rewrite some of the objectives and the outline to me more focused on aesthetics and exhibit criticism. Alternatively, you might consider committing to being a humanities course.		See revisions to course description, justification, CSLOs, objectives, and outline, with the goal of attaining GE approval in areas 3A and/or 3B.
	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						

Changed Questions Current Version Proposed Version



Stage 8:
SLO
Coordinator

No
Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/1/2026	Learning Outcomes	CSLO #1	Required	Students will investigate the role of museum studies in relation to the discipline of art history to evaluate the historical, social, and cultural interdependencies of these fields, through application of diverse theoretical and methodological perspectives. Student learning Outcome needs to begin with a Bloom's Taxonomy verb and not with the words "Students will ..." Suggestion. Investigate the role of museum studies in relation to the discipline of art history to evaluate the historical, social, and cultural interdependencies of these fields, through application of diverse theoretical and methodological perspectives.	Y

Changed	Questions	Current Version	Proposed Version				
		5/1/2026	Learning Outcomes #2	CSLO	Required	Students will build and refine critical thinking and visual literacy skills through exploration of the theoretical foundations, aesthetic developments, historical contexts, and social functions of art museums locally, nationally, and globally through analysis of images, objects, works of architecture, primary source documents, and scholarly texts. Written as a course description rather than a measurable outcome. Suggestion. Develop critical thinking and visual literacy skills by analyzing images, objects, architecture, primary source documents, and scholarly texts in relation to the theoretical foundations, aesthetic developments, historical contexts, and social functions of art museums at local, national, and global levels.	Y
		5/1/2026	Learning Outcomes #3	CSLO	Required	Students will explore aesthetic, social, and political themes in relation to historical and current art exhibition practices, through written analysis based on firsthand observation in a museum context. Student learning Outcome needs to begin with a Bloom's Taxonomy verb and not with the words "Students will ...". 'Explore' is not a Suggestion. Bloom's taxonomy verb. Analyze aesthetic, social, and political themes in relation to historical and current art exhibition practices, through written analysis based on firsthand observation in a museum context.	Y

Stage 10: No
Curriculum Value
Committee

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ARTSD001C
	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	

Summary of Changes

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

Section	Changed field
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	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Comments	Stage 8: SLO Coordinator
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	• Mary Clark Tillman	• Elizabeth Mjelde
	Course ID (CB01A and CB01B)	ARTSD002A	ARTSD002A
	Course Control Number	CCC000271036	CCC000271036
	Course Title (CB02)	History of Art: Europe from Prehistory through Early Christianity	History of Art: Europe from Prehistory through Early Christianity
	Short Course Title	HIST OF ART/EUROPE	HIST OF ART/EUROPE
	TOP Code (CB03)	1001.00	1001.00 Fine Arts, General

Changed	Field	Current Version	Proposed Version
	CIP Code	Visual and Performing Arts, General	50.0101 Visual and Performing Arts, General
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course provides an introduction to the discipline of art history through an analysis of images, objects, and works of architecture produced from the prehistoric period of European history through approximately the year 600 C.E., including discussion of Stone Age, Mesopotamian, Egyptian, Greek, Etruscan, Roman, Early Christian, and Byzantine cultures.	This course introduces students to the discipline of art history from the earliest evidence of artistic production through approximately the year 600, through analysis of images, objects, and works of architecture from prehistoric European, Mesopotamian, Egyptian, Aegean, Mycenaean, Greek, Etruscan, Roman, early Christian, and Byzantine cultures. Students will investigate patterns of historical production and reception, demonstrating visual literacy and critical thinking skills through evaluation of diverse methods of interpretation. Students will also explore the social experiences of artists and produce written analysis of art based on firsthand observation.
	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 is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the History of Art series, introducing students to the practice of art history by means of an exploration of a range of images and objects produced within ancient cultures.	This course is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the History of Art series, introducing students to the practice of art history by means of an exploration of a range of images and objects produced within ancient cultures.

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 • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<u>All aspects of this course were reviewed and updated to reflect values and practices of diversity, equity, and inclusion. For example, primary texts and references represent diverse authors, voices, and perspectives; offer clear and accessible explanation; and explore current debates in the field of art history that are relevant to students.</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 value	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	
!	Will the course be UC transferable?	No value	<u>Yes</u>

Associated Programs

Changed	Field	Current Version		Proposed Version	
	Course is part of a program	Associated Program	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	Art History for Transfer	Associated Program	Art History 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	Art History for Transfer (In Development)	Associated Program	Art History 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
		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)

Changed Field

Current Version

Proposed Version

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

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

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

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

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

Associated Program	Spatial Art
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

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

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> ARTH - Approved. </td></tr><tr><td>-</td><td>ARTS D002A & ARTS D002B required for C-ID ARTH 110</td></tr></table>	System/Institution	C-ID	Area(s)	ARTH - Approved.	-	ARTS D002A & ARTS D002B required for C-ID ARTH 110	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td> ARTH - Approved. </td></tr><tr><td>-</td><td>ARTS D002A & ARTS D002B required for C-ID ARTH 110</td></tr></table>	System/Institution	C-ID	Area(s)	ARTH - Approved.	-	ARTS D002A & ARTS D002B required for C-ID ARTH 110
System/Institution	C-ID														
Area(s)	ARTH - Approved.														
-	ARTS D002A & ARTS D002B required for C-ID ARTH 110														
System/Institution	C-ID														
Area(s)	ARTH - Approved.														
-	ARTS D002A & ARTS D002B required for C-ID ARTH 110														
		<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3A - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3A - Approved.	-	No value
System/Institution	Cal-GETC														
Area(s)	CA3A - Approved.														
-	No value														
System/Institution	Cal-GETC														
Area(s)	CA3A - Approved.														
-	No value														
		<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	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

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

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	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

Field observation and field trips

Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises

Discussion and problem-solving performed in class

Discussion of assigned reading

Field observation and field trips

Homework and extended projects

In-class essays

In-class exploration of internet sites

Lecture and visual aids

Quiz and examination review performed in class

Changed	Field	Current Version	Proposed Version
	Assignments	1. Required reading from primary and secondary sources 2. Written assignment.	1. Image presentations 1. Visual evaluation, requiring formal and stylistic analysis, critical theory, and additional methods of interpretation 2. Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used 3. Thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception 2. Readings 1. Primary source documents 2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays 3. Instructor-authored material 3. Writing 1. Written (or partially-written) midterm and final exams 2. Analysis or research paper based on selection, observation, and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation 3. Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation Methods of Evaluation 1. Quizzes which may include objective, short answer, and/or essay questions to determine engagement in visual, historical, and thematic evaluation of art and texts (primary and secondary sources). 2. Oral, written, or collaborative discussion or reflection responses shaped and demonstrated by faculty, to determine understanding of key ideas relative to works of art and texts. 3. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills. 4. Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

**Methods
of
Evaluation**

1. Midterm and final exams, including both of the following formats: objective questions identifying works of art and their respective artists, historical periods, dates, and media, and/or "short answer" questions; and written essays requiring analysis of works of art in conjunction with works discussed by students in class, and in response to assigned readings, including application of primary source documents and secondary written sources.
2. At least one written assignment, comprised of a term paper which requires visual analysis of original works of art (or architecture) contextualized in relation to works of art (or architecture) discussed by students in class. The paper will be evaluated on the basis of any or all of the following: student analysis of physical condition and technical production of art objects; implementation of formal and stylistic analysis; interpretation of subject matter; consideration of the gender, ethnicity, and social status of artists (or architects and/or patrons); and analysis of the function and meaning of the work in society.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • Lecture room with dimmable lighting and highest-quality laser projector (Christie 4K7-HS or equivalent) and DVD/Blu-ray deck .

Changed

Field

Current Version

Proposed Version

!

Examples of Primary Texts and References

Title	No value
Author	Kleiner, Fred S. "Gardner's Art Through the Ages: The Western Perspective, fifteenth edition." Volume 1. Boston: Cengage Learning, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Gardner's Art Through the Ages, volume 1.
Author	Kleiner, Fred S.
Publisher	Boston: Cengage Learning.
Date/Edition	2020, sixteenth edition.
ISBN	No value

Title	Roman Architecture.
Author	DeLaine, Janet.
Publisher	Oxford and New York: Oxford University Press.
Date/Edition	2024
ISBN	No value

Title	Art and Myth in Ancient Greece.
Author	Carpenter, T.H.
Publisher	London: Thames & Hudson.
Date/Edition	2021
ISBN	No value

Title	Mesopotamia: Civilization Begins.
Author	Thomas, Ariane and Timothy Potts, eds.
Publisher	Los Angeles: Getty Publications.
Date/Edition	2020
ISBN	No value

Title	Ancient Egypt: The Definitive Visual History.
Author	Snape, Steven R.

Changed **Field**

Current Version

Proposed Version

Publisher London: Dorling Kindersley Limited.

Date/Edition 2021

ISBN No value

Changed Field

Current Version

Proposed Version



**Suggested
Reading List**

No value

Reading List Bajema, Marcus Jan. "Bodies of Maize, Eaters of Grain: Comparing Material Worlds, Metaphor and the Agency of Art in the Preclassic Maya and Mycenaean Early Civilizations." Oxford: Archaeopress Archaeology, 2017.

May include, but are not limited to No value

Reading List McEnroe, John C. "Architecture of Minoan Crete: Constructing Identity in the Aegean Bronze Age." Austin: University of Texas Press, 2014.

May include, but are not limited to No value

Reading List Hopkins, John North. The Genesis of Roman Architecture. New Haven and London: Yale University Press, 2016.

May include, but are not limited to No value

Reading List Kleiner, Diana E.E. and Susan B. Matheson, eds. "I, Claudia II: Women in Roman Art and Society." Austin, TX: University of Texas Press, 2000.

Changed Field

Current Version

Proposed Version

May No value
include,
but are
not
limited
to

Reading Kleiner, Fred S. "A History of
List Roman Art." Boston: Cengage
Learning, 2010.

May No value
include,
but are
not
limited
to

Reading Elsner, Jas. "Roman Eyes:
List Visuality and Subjectivity in Art
and Text." Princeton, NJ:
Princeton University Press,
2007.

May No value
include,
but are
not
limited
to

Reading Lydakis, Stelios. "Ancient Greek
List Painting and its Echoes in Later
Art." Brentwood, CA: J. Paul
Getty Trust Publications, 2004.

May No value
include,
but are
not
limited
to

Reading Lewis-Williams, David. "The
List Mind in the Cave:
Consciousness and the Origins
of Art." London: Thames and
Hudson, 2004.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List McEvilley, Thomas. "The Shape of Ancient Thought: Comparative Studies in Greek and Indian Philosophies." New York: Allworth Press, 2002.

May include, but are not limited to No value

Reading List Nijhowne, Jeanne. "Politics, Religion, and Cylinder Seals: A Study of Mesopotamian Symbolism in the Second Millenium B.C." New York: Hedges, 1999.

May include, but are not limited to No value

Reading List Pollitt, J.J. "The Art of Greece: Sources and Documents, second edition." Cambridge and New York: Cambridge University Press, 2003.

May include, but are not limited to No value

Reading List Pollitt, J.J. "Art of Rome: Sources and Documents." New York: Cambridge University Press, 1992.

Changed Field

Current Version

Proposed Version

May No value
include,
but are
not
limited
to

Reading Ramage, Nancy H. "Roman Art,
List sixth edition." Upper Saddle
River, NJ: Pearson, 2015.

May No value
include,
but are
not
limited
to

Reading Getz-Gentle, Pat. "Personal
List Style in Early Cycladic
Sculpture." Madison, WI:
University of Wisconsin Press,
2013.

May No value
include,
but are
not
limited
to

Reading Connor, Carolyn L. "Saints and
List Spectacle: Byzantine Mosaics
in their Cultural Setting." Oxford
and New York: Oxford
University Press, 2016.

May No value
include,
but are
not
limited
to

Reading Talbert, Richard J.A. "Ancient
List Perspectives: Maps and their
Place in Mesopotamia, Egypt,
Greece, and Rome." Chicago
and London: University of
Chicago Press, 2012.

Changed Field

Current Version

Proposed Version

May No value
include,
but are
not
limited
to

Reading Curatola, Giovanni, ed. "The Art
List and Architecture of
Mesopotamia." New York:
Abbeville Press, 2007.

May No value
include,
but are
not
limited
to

Reading Wren, Linea H. and David J.
List Wren, eds. "Perspectives on
Western Art." New York: Harper
and Row, Publishers, 1987.

May No value
include,
but are
not
limited
to

Reading Boardman, John. "The World of
List Ancient Art." London: Thames
and Hudson, 2006.

May No value
include,
but are
not
limited
to

Reading Smith, Tyler Jo and Dimitris
List Plantzos. "A Companion to
Greek Art." Chichester, West
Sussex and Malden, MA: Wiley
Blackwell, 2018.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Arafat, K.W. "Pausanias' Greece: Ancient Artists and Roman Rulers." Cambridge and New York: Cambridge University Press, 2004.

May include, but are not limited to No value

Reading List Aruz, Joan, et al. "Art of the First Cities: The Third Millenium B.C. from the Mediterranean to the Indus." New York: Metropolitan Museum of Art, 2003.

May include, but are not limited to No value

Reading List Robins, Gay. "The Art of Ancient Egypt." Revised edition. Cambridge, MA: Harvard University Press, 2008.

May include, but are not limited to No value

Reading List Bernal, Martin. "Black Athena: The Afroasiatic Roots of Classical Civilization." New Brunswick, NJ: Rutgers University Press, 2006.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Causey, Faya. "Amber and the Ancient World." Brentwood, CA: The J. Paul Getty Museum, 2012.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Analyze the political and cultural function of works of art and architecture produced by the following cultures: Pre Historic Europe, Mesopotamia, Egypt, Greece, Etruria, Rome, Early Christianity, and Byzantium. - Explore the concept of the artist and architect during antiquity - Discuss the concept and practice of ancient European art and architecture in relation to ancient art and architecture produced in non-European cultures - Evaluate works of art and architecture through both traditional and contemporary art historical methods - Utilize both primary and secondary written texts in the active process of writing art history	- Analyze works of ancient art and architecture produced over a range of eras, geographic localities, and physical environments, to evaluate public and private uses. - Explore the social experiences of ancient artists through analysis of art in conjunction with primary source documents and secondary sources, to evaluate artistic training; professional relationships between artists and those who commissioned their work or supported their careers; and socio-economic status of artists within their communities. - Assess continuity and innovation in ancient art and architecture through exploration of technique and subject matter, evaluating materials, tools, technical practices, and subject types. - Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history as well as critical theory, to explore political, religious, literary, and social themes in ancient art.

Changed	Field	Current Version	Proposed Version
❗	CSLOs	CSLOs Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.	CSLOs Analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting works of art.	CSLOs Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Students will investigate different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of original art objects.	CSLOs Investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Analyze the political and cultural function of works of art and architecture produced by the following cultures: Pre Historic Europe, Mesopotamia, Egypt, Greece, Etruria, Rome, Early Christianity, and Byzantium. - Pre Historic Europe - Paleolithic cultures - Mesolithic cultures - Neolithic cultures - Mesopotamia - Sumer and Akkad - Old Babylonia - Assyria - New Babylonia - Persia - Egypt - Pre-Dynastic and Old Kingdom - Middle Kingdom - New Kingdom - The Aegean and Greece - The Cyclades - Minoan art - Mycenaean art - Geometric art - Archaic art - Classical art - Hellenistic art - Etruria and Rome - Etruria - Roman Republic - Early Roman Empire - Late Roman Empire - Early Christianity and Byzantium - The period of persecution - The period of recognition - The Byzantine west - The Byzantine east 2. Explore the concept of the artist and architect during antiquity - Workshop traditions in ancient Mesopotamia, Egypt, and Rome - Image making in relation to ancient Judaism - Greek artistic identity from the ancient Minoan through the Hellenistic periods - Early Christian and Byzantine production of icons - Role(s) of women in relation to artistic production 3. Discuss the concept and practice of ancient European art and architecture in relation to ancient art and architecture produced in non-European cultures	1. Analyze works of ancient art and architecture produced over a range of eras, geographic localities, and physical environments, to evaluate public and private uses. - Prehistoric Europe - Paleolithic cultures - Mesolithic cultures - Neolithic cultures - Mesopotamia - Sumer and Akkad - Old Babylonia - Assyria - New Babylonia - Persia - Egypt - Pre-Dynastic and Old Kingdom - Middle Kingdom - New Kingdom - The Aegean and the Argolid Peninsula - Cyclades - Crete - Mycenae and Greater Mycenae - Greece - Geometric period - Archaic period - Classical period - Hellenistic period - Etruria and Rome - Etruria - Roman Republic - Early Roman Empire - Late Roman Empire - Early Christianity and Byzantium - Christian persecution - Christian recognition - Western Byzantium - Eastern Byzantium 2. Explore the social experiences of ancient artists through analysis of art in conjunction with primary source documents and secondary sources, to evaluate artistic training; professional relationships between artists and those who commissioned their work or supported their careers; and socio-economic status of artists within their communities. - Training of artists - Workshops, masters, and apprentices - Formative rivalries, competition, and

Changed	Field	Current Version	Proposed Version
		1. India 2. China 3. Africa 4. The Americas	collaboration
		4. Evaluate works of art and architecture through both traditional and contemporary art historical methods 1. Traditional methods of interpretation, such as: 1. Formalism 2. Iconography 3. Connoisseurship 2. Contemporary methods of interpretation, such as: 1. Marxism and World-Systems theory 2. Feminism, Gender analysis, and Queer theory 3. Postcolonial theory and colonial discourse analysis	2. Career development of artists 1. Patronage 2. Artist identity 3. Social status 4. Roles of women in relation to production
		5. Utilize both primary and secondary written texts in the active process of writing art history 1. Primary sources, such as: 1. Documents from ancient Mesopotamia and Egypt 2. Documents from ancient Greece and Rome 3. Documents from early Christianity and Byzantium 2. Secondary sources, such as: 1. Textbook 2. Scholarly articles 3. Other books	3. Assess continuity and innovation in ancient art and architecture through exploration of technique and subject matter, evaluating materials, tools, technical practices, and subject types. 1. Subject types 1. Landscape 2. Portraiture 3. Genre 4. History 5. Still life 6. Nonrepresentational art 2. Technical approaches 1. Stone 2. Metal 3. Painting 4. Papyrus 5. Clay 6. Mosaic 7. Glass 8. Gems and amber 3. Building practices 1. Brick 2. Stone 3. Timber 4. Concrete 5. Spolia
			4. Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history as well as critical theory, to explore political, religious, literary, and social themes in ancient art. 1. Traditional and emerging methods 1. Formal analysis 2. Stylistic analysis 3. Connoisseurship 4. Iconography, iconology, and semiotics 5. Ecocritical art history 6. Critical archaeology 2. Critical theory 1. Feminist art history, gender studies, and queer studies 2. Marxist art history and material culture studies 3. Critical race art history

Changed	Field	Current Version	Proposed Version
			4. Postcolonial and colonial discourse theories 5. Decolonization and self-determination studies
	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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	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	Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment C3: Written discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignment C2: Written analysis or research paper based on observation and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation
	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	Assignment A1: Image presentation for visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation; Assignment A2: Image presentation for historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used; and Assignment A3: Image presentation for thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception

B-Matrix Form

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

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

C-Matrix Form

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
	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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

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
	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
	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

**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

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A: Analyze works of ancient art and architecture produced over a range of eras, geographic localities, and physical environments, to evaluate public and private uses of 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	Methods of Evaluation B: Oral, written, or collaborative discussion or reflection responses to determine understanding of key ideas relative to works of art and texts.
!	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 D: Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history as well as critical theory, to explore political, religious, literary, and social themes in ancient art.
!	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	Assignment B2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays

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	Assignment A2: Historical evaluation, requiring critical assessment of cultural milieu as well as temporal, geographical, and environmental parameters within which art was created and used.
	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 D: Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

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)	ARTS 002A	ARTS 002A
	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	06/16/2026
!	Hybrid Approval Date (MM/DD/YYYY)	No Value	06/16/2026
	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). -mkct	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	Effective Term? Should this be 2027?

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

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.**

3/26/2026 Specifications Examples of Primary Texts and References Required

While the Heilbrunn Timeline of Art History is a suitable OER supplemental resource for this course, it is not offered as a substitute for the primary text or references. Individual faculty members determine texts and course materials, which may include OER and ZTC options.

			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.
3/26/2026	Specifications	Examples of Primary Texts and References	Suggested
			The "DEI Review" statement has been revised in response to the suggestion.
			Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (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, let me know in the Initiator response box.
3/26/2026	Specifications	Assignments	Suggested
			Assignment "C2" has been revised in response to the suggestion.

Changed	Questions	Current Version	Proposed Version	
			3/26/2026	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. Method of Evaluation "B" has been revised in response to the suggestion.
	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	

Changed Questions Current Version Proposed Version



Stage 8:
SLO
Coordinator

No
Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/27/2026	Learning Outcomes	CSLO #1	Required	"Students will analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function." Must start with Bloom's Taxonomy verb: Analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function.	Y
4/27/2026	Learning Outcomes	CSLO #2	Required	"Students will demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art." Must start with Bloom's Taxonomy verb: Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art.	Y
4/27/2026	Learning Outcomes	CSLO #3	Required	"Students will investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects." Must start with Bloom's Taxonomy verb: Investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.	Y

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	ARTSD002A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2019 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	CCC000271036

Articulation

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

De Anza College

Change Report

05/19/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
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
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 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.)

Section	Changed field
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	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 8: SLO Coordinator
Course Justification	Course Justification
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	• Mary Clark Tillman	• Elizabeth Mjelde
	Course ID (CB01A and CB01B)	ARTSD002B	ARTSD002B
	Course Control Number	CCC000085366	CCC000085366
!	Course Title (CB02)	History of Art: Europe During the Middle Ages and the Renaissance	History of Art: Europe ~~During~~ during the Middle Ages and ~~the~~ Renaissance

Changed	Field	Current Version	Proposed Version
	Short Course Title	HIST OF ART/EUROPE	HIST OF ART/EUROPE
	TOP Code (CB03)	1001.00	1001.00 Fine Arts, General
	CIP Code	Visual and Performing Arts, General	50.0101 Visual and Performing Arts, General
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course introduces the discipline of art history through an analysis of images, objects, and works of architecture produced from approximately 600 through 1600 C.E., including discussion of Islamic and European cultures during the Middle Ages, and the art of the Renaissance (including Mannerism) in northern and southern Europe.	This course introduces students to the discipline of art history through analysis of images, objects, and works of architecture from the Middle Ages through the Renaissance (from c. 600 through c. 1600), including Islamic, northern European, and Mediterranean cultures. Students will investigate patterns of historical production and reception, demonstrating visual literacy and critical thinking skills through evaluation of diverse methods of interpretation. Students will also explore the social experiences of artists and produce written analysis of art based on firsthand observation.
	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 is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the History of Art series, introducing students to the practice of art history through analysis of imagery and architecture produced during the Middle Ages and the Renaissance.	This course is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the History of Art series, introducing students to the practice of art history through analysis of imagery and architecture produced during the Middle Ages and the Renaissance.

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 • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<u>All aspects of this course were reviewed and updated to reflect values and practices of diversity, equity, and inclusion. For example, primary texts and references represent diverse authors, voices, and perspectives; offer clear and accessible explanation; and explore current debates in the field of art history that are relevant to students.</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 value	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	
!	Will the course be UC transferable?	No value	<u>Yes</u>

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table><tr><td>Associated Program</td><td>Art History</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Art History	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Art History</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Art History	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Art History								
		Award Type	Certificate of Achievement-Advanced (COA-A)								
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		Associated Program	Art History								
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		Award Type	Certificate of Achievement-Advanced (COA-A)								
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Associated Program	Art History										
Award Type	Associate in Arts (A.A.) Degree										
<table><tr><td>Associated Program</td><td>Art History for Transfer</td></tr><tr><td>Award Type</td><td>Associate in Arts for Transfer (A.A.-T.) Degree</td></tr></table>	Associated Program	Art History for Transfer	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	<table><tr><td>Associated Program</td><td>Art History for Transfer</td></tr><tr><td>Award Type</td><td>Associate in Arts for Transfer (A.A.-T.) Degree</td></tr></table>	Associated Program	Art History for Transfer	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree		
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Award Type	Associate in Arts for Transfer (A.A.-T.) Degree										
<table><tr><td>Associated Program</td><td>Art History for Transfer (In Development)</td></tr><tr><td>Award Type</td><td>Associate in Arts for Transfer (A.A.-T.) Degree</td></tr></table>	Associated Program	Art History for Transfer (In Development)	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	<table><tr><td>Associated Program</td><td>Art History for Transfer (In Development)</td></tr><tr><td>Award Type</td><td>Associate in Arts for Transfer (A.A.-T.) Degree</td></tr></table>	Associated Program	Art History for Transfer (In Development)	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree		
Associated Program	Art History for Transfer (In Development)										
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Associated Program	Art History for Transfer (In Development)										
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree										
<table><tr><td>Associated Program</td><td>Cal-GETC</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Cal-GETC</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)		
Associated Program	Cal-GETC										
Award Type	Certificate of Achievement-Advanced (COA-A)										
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Award Type	Certificate of Achievement-Advanced (COA-A)										
<table><tr><td>Associated Program</td><td>Cal-GETC (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Cal-GETC (In Development)	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Cal-GETC (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	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	Cal-GETC (In Development)										
Award Type	Certificate of Achievement-Advanced (COA-A)										

Changed Field

Current Version

Proposed Version

Associated Program	French Language and Culture
Award Type	Certificate of Achievement (COA)

Associated Program	French Language and Culture
Award Type	Certificate of Achievement (COA)

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

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

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

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

Associated Program	Italian Language and Culture
Award Type	Certificate of Achievement (COA)

Associated Program	Italian Language and Culture
Award Type	Certificate of Achievement (COA)

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

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

Changed	Field	Current Version	Proposed Version
		Associated Program Studio Arts for Transfer	Associated Program Studio Arts 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 Studio Arts for Transfer	Associated Program Studio Arts 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 World Languages and Culture	Associated Program World Languages and Culture
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program World Languages and Culture	Associated Program World Languages and Culture
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
GE Information			
	System/Institution	C-ID	System/Institution C-ID
	Area(s)	ARTH - Approved.	Area(s) ARTH - Approved.
	-	ARTS D002A & ARTS D002B required for C-ID ARTH 110 ARTS D002B & ARTS D002C & ARTS D002D required for C-ID ARTH 120	- ARTS D002A & ARTS D002B required for C-ID ARTH 110 ARTS D002B & ARTS D002C & ARTS D002D required for C-ID ARTH 120
	System/Institution	Cal-GETC	System/Institution Cal-GETC
	Area(s)	CA3A - Approved.	Area(s) CA3A - Approved.
	-	No value	- No value
	System/Institution	De Anza GE	System/Institution De Anza GE
	Area(s)	2G3X - Approved.	Area(s) 2G3X - Approved.
	-	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
	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

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

Changed	Field	Current Version	Proposed Version
	Assignments	1. Required reading from primary and secondary sources 2. Written assignment.	1. Image presentations 1. Visual evaluation, requiring formal and stylistic analysis, critical theory, and additional methods of interpretation 2. Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used 3. Thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception 2. Readings 1. Primary source documents 2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays 3. Instructor-authored material 3. Writing 1. Written (or partially-written) midterm and final exams 2. Analysis or research paper based on selection, observation, and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation 3. Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation Methods of Evaluation 1. Quizzes which may include objective, short answer, and/or essay questions to determine engagement in visual, historical, and thematic evaluation of art and texts (primary and secondary sources). 2. Oral, written, or collaborative discussion or reflection responses shaped and demonstrated by faculty to determine understanding of key ideas relative to works of art and texts. 3. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills. 4. Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

**Methods
of
Evaluation**

1. Midterm and final exams, including both of the following formats: objective questions identifying works of art and their respective artists, historical periods, dates, and media, and/or "short answer" questions; and written essays requiring analysis of works of art in conjunction with works discussed by students in class, and in response to assigned readings, including application of primary source documents and secondary written sources.
2. At least one written assignment, comprised of a term paper which requires visual analysis of original works of art (or architecture) contextualized in relation to works of art (or architecture) discussed by students in class. The paper will be evaluated on the basis of any or all of the following: student analysis of physical condition and technical production of art objects; implementation of formal and stylistic analysis; interpretation of subject matter; consideration of the gender, ethnicity, and social status of artists (or architects and/or patrons); and analysis of the function and meaning of the work in society.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • Lecture room with dimmable lighting and highest-quality laser projector (Christie 4K7-HS or equivalent) and DVD/Blu-ray deck

Changed

Field

Current Version

Proposed Version

!

Examples of Primary Texts and References

Title	No value
Author	Kleiner, Fred S. "Gardner's Art Through the Ages: The Western Perspective, fifteenth edition." Volumes 1 and 2. Boston: Cengage Learning, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Gardner's Art Through the Ages, volumes 1 and 2.
Author	Kleiner, Fred S.
Publisher	Boston: Cengage Learning.
Date/Edition	2020, sixteenth edition
ISBN	No value

Title	Islamic Art and Architecture.
Author	Hillenbrand, Robert.
Publisher	London: Thames & Hudson.
Date/Edition	2021, second edition
ISBN	No value

Title	Viking Art.
Author	Graham-Campbell, James.
Publisher	London: Thames & Hudson.
Date/Edition	2021
ISBN	No value

Title	Art and Architecture of the Middle Ages: Exploring a Connected World.
Author	Caskey, Jill, Adam S. Cohen, and Linda Safran.
Publisher	Ithaca, New York: Cornell University Press.
Date/Edition	2023
ISBN	No value

Title	Art in Renaissance Italy.
Author	Paoletti, John and Gary M. Radke.

Changed **Field**

Current Version

Proposed Version

Publisher	London: Lawrence King Publishing.

Date/Edition	2020, fourth edition

ISBN	No value



Suggested Reading List

No value

Reading List Aikema, Bernard. "Renaissance Venice and the North: Crosscurrents in the Time of Bellini, Durer, and Titian." New York: Rizzoli, 2003.

May include, but are not limited to No value

Reading List Baxandall, Michael. "Painting and Experience in Fifteenth-Century Italy: A Primer in the Social History of Pictorial Style, second edition." Oxford and New York: Oxford University Press, 2017.

May include, but are not limited to No value

Reading List Kavalier, Ethan Matt and Anne-Laure Van Bruaene, eds. "Netherlandish Culture of the Sixteenth Century: Urban Perspectives." Turnhout, Belgium: Brepols Publishers, 2018.

May include, but are not limited to No value

Reading List Pearson, Andrea. "Envisioning Gender in Burgundian Devotional Art, 1350-1550: Experience, Authority, Resistance." Aldershot, Hampshire: Ashgate, 2005.

Changed Field

Current Version

Proposed Version

May No value
include,
but are
not
limited
to

Reading Cellini, Benvenuto.
List "Autobiography." Translated by
Anne Macdonnell. New York:
Everyman's Library Classics,
2010.

May No value
include,
but are
not
limited
to

Reading Chadwick, Whitney. "Women,
List Art, and Society." 5th edition.
London: Thames and Hudson,
2012.

May No value
include,
but are
not
limited
to

Reading Gabbarelli, Jamie. "Sharing
List Images: Renaissance Prints
into Ceramic and Bronze."
London: Lund Humphries,
2018.

May No value
include,
but are
not
limited
to

Reading De Hamel, Christopher.
List "Medieval Craftsmen: Scribes
and Illuminators." London:
British Museum, 1992.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Eco, Umberto. "Art and Beauty in the Middle Ages." 2nd edition. New Haven and London: Yale University Press, 2002.

May include, but are not limited to No value

Reading List Ettinghausen, Richard, et al. "Islamic Art and Architecture, 650-1250." New Haven, CT: Yale University Press, 2003.

May include, but are not limited to No value

Reading List Frisch, Teresa G. "Gothic Art 1140 c.1450: Sources and Documents, second revised edition." Toronto: University of Toronto Press, 2004.

May include, but are not limited to No value

Reading List Camps, Jordi, Manuel Castiñeiras, and Richard Plant, eds. "Romanesque Patrons and Processes: Design and Instrumentality in the Art and Architecture of Romanesque Europe." London: British Archaeological Association and Abingdon, Oxfordshire and New York: Routledge, 2018.

May include, but are not limited to No value

Reading List Irwin, Robert. "Islamic Art in Context." New York: Abrams, 1997.

May include, but are not limited to No value

Reading List Jung, Jacqueline E. "The Gothic Screen: Space, Sculpture, and Community in the Cathedrals of France and Germany, c. 1200-1400." Cambridge and New York: Cambridge University Press, 2017.

May include, but are not limited to No value

Reading List Stemp, Richard. "The Secret Language of the Renaissance: Decoding the Hidden Symbolism of Italian Art." London: Duncan Baird, 2006.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Johnson, Geraldine A. and Sara F. Matthews Grieco. "Picturing Women in Renaissance and Baroque Italy." Cambridge and New York: Cambridge University Press, 1997.

May include, but are not limited to No value

Reading List Rothstein, Bret. "Sight and Spirituality in Early Netherlandish Painting." Cambridge and New York: Cambridge University Press, 2005.

May include, but are not limited to No value

Reading List Maalouf, Amin. "The Crusades through Arab Eyes." New York: Schocken Books, 1989.

May include, but are not limited to No value

Reading List Machiavelli, Niccolo. "The Prince." Boston: Bedford/St. Martin's, 2005.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Partridge, Loren. "The Art of Renaissance Rome, 1400-1600." Englewood Cliffs, NJ: Prentice Hall, Inc., 2005.

May include, but are not limited to No value

Reading List Bradbury, Carlee A. and Michelle Moseley-Christian, eds. "Gender, Otherness, and Culture in Medieval and Early Modern Art." London: Palgrave Macmillan, 2017.

May include, but are not limited to No value

Reading List Schapiro, Meyer. "Late Antique, Early Christian and Medieval Art: Selected Papers." New York: George Brazillier, Inc., 1993.

May include, but are not limited to No value

Reading List Shaver Crandell, Annie and Paula Gerson. "The Pilgrim's Guide to Santiago de Compostela: A Gazetteer." London: Harvey Miller Publishers, 1995.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Kavalier, Ethan Matt. "Renaissance Gothic: Architecture and the Arts in Northern Europe, 1470-1540." New Haven and London: Yale University Press, 2012.	
		May include, but are not limited to No value	
		Reading List Moxey, Keith. "The Practice of Theory: Poststructuralism, Cultural Politics, and Art History." Ithaca: Cornell University Press, 1994.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Analyze the political and cultural function of works of art and architecture produced during the Middle Ages and Renaissance in northern and southern Europe. • Evaluate works of art and architecture through both traditional and contemporary art historical methods. • Explore the concept of the artist and architect during the Middle Ages and the Renaissance. • Discuss concepts and practices of European art and architecture produced during the Middle Ages and the Renaissance in relation to Islamic art and architecture • Utilize both primary and secondary written texts in the active process of writing art history.	• Analyze works of art and architecture produced over a range of geographic localities and physical environments during the Middle Ages and Renaissance to evaluate public and private uses. • Explore the social experiences of medieval and Renaissance artists through analysis of art in conjunction with primary source documents and secondary sources, to evaluate artistic training; professional relationships between artists and those who commissioned their work or supported their careers; and socio-economic status of artists within their communities. • Assess continuity and innovation in medieval and Renaissance art and architecture through exploration of technique and subject matter, evaluating materials, tools, technical practices, and subject types. • Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history as well as critical theory, to explore political, religious, literary, and social themes in art of the Middle Ages and Renaissance.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.

Expected SLO Performance 0.0

CSLOs Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting of works of art.

Expected SLO Performance 0.0

CSLOs Students will investigate different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of original art objects.

Expected SLO Performance 0.0

CSLOs Analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function.

Expected SLO Performance 0.0

CSLOs Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art.

Expected SLO Performance 0.0

CSLOs Investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Analyze the political and cultural function of works of art and architecture produced during the Middle Ages and Renaissance in northern and southern Europe. 1. Art and architecture during the Middle Ages 1. Art of Islam 2. Art of the Germanic migration period 3. Hiberno Saxon, Celtic, and Viking art 4. Carolingian and Ottonian art 5. Romanesque art 6. Gothic art 2. Art and architecture during the Northern Renaissance 1. The Low Countries (Netherlandish regions) 2. Germany 3. England 4. France 3. The Italian Renaissance 1. Proto-Renaissance 2. Early Renaissance 3. Late Renaissance 4. Venetian Renaissance 5. Mannerism 2. Evaluate works of art and architecture through both traditional and contemporary art historical methods. 1. Traditional methods of interpretation, such as: 1. Formalism 2. Iconography 3. Connoisseurship 4. Biography and autobiography studies 2. Contemporary methods of interpretation, such as: 1. Marxism and World-Systems theory 2. Feminism, Gender analysis, and Queer theory 3. Postcolonial theory and colonial discourse studies 3. Explore the concept of the artist and architect during the Middle Ages and the Renaissance. 1. Training of artists and architects: masters and apprentices 2. Guild systems 3. Giorgio Vasari and the social legitimization of artists	1. Analyze works of art and architecture produced over a range of geographic localities and physical environments during the Middle Ages and Renaissance to evaluate public and private uses. 1. Medieval art and architecture 1. Islamic 2. Hiberno Saxon, Celtic, and Viking 3. Carolingian and Ottonian 4. Catholic Romanesque 5. Catholic Gothic 6. Eastern Orthodox 7. Orthodox Tewahedo 2. Renaissance art and architecture in Northern Europe 1. England 2. Germany 3. Low Countries (Netherlandish) 4. France 3. Renaissance art and architecture in Southern Europe 1. Proto-Renaissance 2. Renaissance in Florence 3. Italian Renaissance outside of Florence 4. Spanish Renaissance 4. Mannerist art and architecture 1. Northern and Central Europe 2. Southern Europe 2. Explore the social experiences of medieval and Renaissance artists through analysis of art in conjunction with primary source documents and secondary sources, to evaluate artistic training; professional relationships between artists and those who commissioned their work or supported their careers; and socio-economic status of artists within their communities. 1. Training of artists 1. Workshops, masters, and apprentices 2. Monasteries 3. Guilds 2. Career development of artists 1. Patronage 2. Artist identity 3. Social status 4. Roles of women in relation to production 5. Paragone

Changed	Field	Current Version	Proposed Version
		4. The development of early art academies in Italy 5. Artists in relation to the European courts 6. Role(s) of women in relation to artistic production	3. Assess continuity and innovation in medieval and Renaissance art and architecture through exploration of technique and subject matter, evaluating materials, tools, technical practices, and subject types.
		4. Discuss concepts and practices of European art and architecture produced during the Middle Ages and the Renaissance in relation to Islamic art and architecture 1. Sites of prayer and worship 2. Domestic art and architecture 3. Palaces 4. Concepts of nature and garden design	1. Subject types 1. Landscape 2. Portraiture 3. Genre 4. History 5. Still life
		5. Utilize both primary and secondary written texts in the active process of writing art history. 1. Primary sources, such as: 1. Documents from medieval Europe 2. Documents from the northern European Renaissance 3. Documents from the Italian Renaissance 2. Secondary sources, such as: 1. Textbook 2. Scholarly articles 3. Other books	2. Technical approaches 1. Manuscript illumination 2. Metal 3. Stone 4. Wood 5. Textile 6. Clay 7. Stained glass 8. Mosaic 9. Painting 10. Drawing 11. Printmaking
			3. Building practices 1. Timber 2. Stone 3. Brick
			4. Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history as well as critical theory, to explore political, religious, literary, and social themes in art of the Middle Ages and Renaissance. 1. Traditional and emerging methods 1. Formal analysis 2. Stylistic analysis 3. Connoisseurship 4. Iconography, iconology, and semiotics 5. Ecocritical art history 2. Critical theory 1. Feminist art history, gender studies, and queer studies 2. Marxist art history and material culture studies 3. Critical race art history 4. Postcolonial and colonial discourse theories 5. Decolonization and self-determination studies

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
	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):	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	Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment C3: Written discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignment C2: Written analysis or research paper based on observation and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation
	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	Assignment A1: Image presentation for visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation; Assignment A2: Image presentation for historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used; and Assignment A3: Image presentation for thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception

B-Matrix Form

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

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

C-Matrix Form

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
	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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

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
	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
	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

**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

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A: Analyze works of art and architecture produced over a range of geographic localities and physical environments during the Middle Ages and Renaissance to evaluate public and private uses of 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	Methods of Evaluation B: Oral, written, or collaborative discussion or reflection responses to determine understanding of key ideas relative to works of art and texts.
	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 D: Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history as well as critical theory, to explore political, religious, literary, and social themes in ancient art.
	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	Assignment B2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays.

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	Assignment A2: Historical evaluation, requiring critical assessment of cultural milieu as well as temporal, geographical, and environmental parameters within which art was created and used.
	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 D: Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

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)	ARTS 002B	ARTS 002B
	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	06/16/2026
!	Hybrid Approval Date (MM/DD/YYYY)	No Value	06/16/2026
	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). -mkct	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

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	

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.**

While the Heilbrunn Timeline of Art History is a suitable OER supplemental resource for this course, it is not offered as a substitute for the primary text or references. Individual faculty members determine texts and course materials, which may include OER and ZTC options.

3/26/2026 Specifications Examples of Primary Texts and References Required

Changed	Questions	Current Version	Proposed Version
			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.
		Examples of Primary Texts and References	Suggested
3/26/2026	Specifications		The "DEI Review" statement has been revised in response to the suggestion.

3/26/2026 Specifications Assignments Suggested

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, let me know in the Initiator response box. 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.

Assignment "C2" has been revised in response to the suggestion.

3/26/2026 Specifications Methods of Evaluation Suggested

Method of Evaluation "B" has been revised in response to the suggestion.

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

Changed Questions Current Version Proposed Version



Stage 8:
SLO
Coordinator

No
Value

	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/28/2026	Learning Outcomes	CSLO #1	Required	Students will analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function. Reword to start with a Bloom's Taxonomy verb: "Analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function."	Y
4/28/2026	Learning Outcomes	CSLO #2	Required	Students will demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art. Must start with Bloom's Taxonomy verb: Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art.	Y
4/28/2026	Learning Outcomes	CSLO #3	Required	Students will investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects. Must start with Bloom's Taxonomy verb: Investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.	Y

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	ARTSD002B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2019 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	CCC000085366

Articulation

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

De Anza College

Change Report

05/19/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
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
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 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.)

Section	Changed field
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
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 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	• Mary Clark Tillman	• Elizabeth Mjelde
	Course ID (CB01A and CB01B)	ARTSD002C	ARTSD002C
	Course Control Number	CCC000150217	CCC000150217
	Course Title (CB02)	History of Art: Europe from the Baroque Period Through Impressionism	History of Art: Europe from the Baroque Period ~~Through~~ <u>through</u> Impressionism
	Short Course Title	HIST OF ART/EUROPE	HIST OF ART/EUROPE
	TOP Code (CB03)	1001.00	1001.00 Fine Arts, General
	CIP Code	Visual and Performing Arts, General	50.0101 Visual and Performing Arts, General

Changed	Field	Current Version	Proposed Version
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course is an introduction to the discipline of art history through an analysis of images, objects, and works of architecture produced in Europe from c. 1600 through the 1880s, including a discussion of northern and southern European cultures.	This course introduces students to the discipline of art history through analysis of images, objects, and works of architecture in Europe from c. 1600 through the 1880s, including major movements of early modernity. Students will investigate patterns of historical production and reception, demonstrating visual literacy and critical thinking skills through evaluation of diverse methods of interpretation. Students will also explore the social experiences of artists and produce written analysis of art based on firsthand observation.
	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 is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the History of Art series, introducing students to the practice of art history through the evaluation of early modern art and architecture.	This course is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the History of Art series, introducing students to the practice of art history through the evaluation of early modern art and architecture.

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>All aspects of this course were reviewed and updated to reflect values and practices of diversity, equity, and inclusion. For example, primary texts and references represent diverse authors, voices, and perspectives; offer clear and accessible explanation; and explore current debates in the field of art history that are relevant to students.</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 • 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	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	

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>

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table><tr><td>Associated Program</td><td>Art History</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Art History	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Art History</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Art History	Award Type	Certificate of Achievement-Advanced (COA-A)
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	<table><tr><td>Associated Program</td><td>Art History for Transfer (In Development)</td></tr><tr><td>Award Type</td><td>Associate in Arts for Transfer (A.A.-T.) Degree</td></tr></table>	Associated Program	Art History for Transfer (In Development)	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	<table><tr><td>Associated Program</td><td>Art History for Transfer (In Development)</td></tr><tr><td>Award Type</td><td>Associate in Arts for Transfer (A.A.-T.) Degree</td></tr></table>	Associated Program	Art History for Transfer (In Development)	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	
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Award Type	Certificate of Achievement-Advanced (COA-A)										
Associated Program	Cal-GETC										
Award Type	Certificate of Achievement-Advanced (COA-A)										
	<table><tr><td>Associated Program</td><td>Cal-GETC (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Cal-GETC (In Development)	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Cal-GETC (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	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	Cal-GETC (In Development)										
Award Type	Certificate of Achievement-Advanced (COA-A)										

Changed Field

Current Version

Proposed Version

Associated Program	French Language and Culture
Award Type	Certificate of Achievement (COA)

Associated Program	French Language and Culture
Award Type	Certificate of Achievement (COA)

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

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

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

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

Associated Program	Italian Language and Culture
Award Type	Certificate of Achievement (COA)

Associated Program	Italian Language and Culture
Award Type	Certificate of Achievement (COA)

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

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

Changed	Field	Current Version	Proposed Version
		Associated Program Studio Arts for Transfer	Associated Program Studio Arts 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 Studio Arts for Transfer	Associated Program Studio Arts 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 World Languages and Culture	Associated Program World Languages and Culture
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program World Languages and Culture	Associated Program World Languages and Culture
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed Field

Current Version

Proposed Version

GE Information

System/Institution	C-ID
Area(s)	• ARTH - Approved.
-	ARTS D002B & ARTS D002C & ARTS D002D required for C-ID ARTH 120

System/Institution	C-ID
Area(s)	• ARTH - Approved.
-	ARTS D002B & ARTS D002C & ARTS D002D required for C-ID ARTH 120

System/Institution	Cal-GETC
Area(s)	• CA3A - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	• CA3A - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G3X - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G3X - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	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.

Changed	Field	Current Version	Proposed Version
	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	<table><tr><td>Methods of Instruction</td><td></td></tr><tr><td>Methods of Instruction</td><td>Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays In-class exploration of Internet sites Field observation and field trips Collaborative learning and small group exercises</td></tr></table>	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 Field observation and field trips Collaborative learning and small group exercises	<table><tr><td>Methods of Instruction</td><td>Methods of Instruction</td></tr><tr><td>Methods of Instruction</td><td>Collaborative learning and small group exercises Discussion and problem-solving performed in class Discussion of assigned reading Field observation and field trips Homework and extended projects In-class essays In-class exploration of internet sites Lecture and visual aids Quiz and examination review performed in class</td></tr></table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Collaborative learning and small group exercises Discussion and problem-solving performed in class Discussion of assigned reading Field observation and field trips Homework and extended projects In-class essays In-class exploration of internet sites Lecture and visual aids Quiz and examination review performed in class
Methods of Instruction											
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Methods of Instruction	Collaborative learning and small group exercises Discussion and problem-solving performed in class Discussion of assigned reading Field observation and field trips Homework and extended projects In-class essays In-class exploration of internet sites Lecture and visual aids Quiz and examination review performed in class										

Changed	Field	Current Version	Proposed Version
	Assignments	1. Required reading from primary and secondary sources. 2. Written assignment.	1. Image presentations 1. Visual evaluation, requiring formal and stylistic analysis, critical theory, and additional methods of interpretation 2. Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used 3. Thematic evaluation, requiring intra-, inter-, and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception 2. Readings 1. Primary source documents 2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays 3. Instructor-authored material 3. Writing 1. Written (or partially-written) midterm and final exams 2. Analysis or research paper based on selection, observation, and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation 3. Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation Methods of Evaluation 1. Quizzes which may include objective, short answer, and/or essay questions to determine engagement in visual, historical, and thematic evaluation of art and texts (primary and secondary sources). 2. Oral, written, or collaborative discussion or reflection responses shaped and demonstrated by faculty to determine understanding of key ideas relative to works of art and texts. 3. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills. 4. Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

**Methods
of
Evaluation**

1. Midterm and final exams, including both of the following formats: objective questions identifying works of art and their respective artists, historical periods, dates, and media, and/or "short answer" questions; and written essays requiring analysis of works of art in conjunction with works discussed by students in class, and in response to assigned readings, including application of primary source documents and secondary written sources.
2. At least one written assignment, comprised of a term paper which requires visual analysis of original works of art (or architecture) contextualized in relation to works of art (or architecture) discussed by students in class. The paper will be evaluated on the basis of any or all of the following: student analysis of physical condition and technical production of art objects; implementation of formal and stylistic analysis; interpretation of subject matter; consideration of the gender, ethnicity, and social status of artists (or architects and/or patrons); and analysis of the function and meaning of the work in society.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • Lecture room with dimmable lighting and highest-quality laser projector (Christie 4K7-HS or equivalent) and DVD/Blu-ray deck



Examples of
Primary Texts and
References

Title	No value
Author	Kleiner, Fred S. "Gardner's Art Through the Ages: The Western Perspective, fifteenth edition." Volume 2. Boston: Cengage Learning, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Gardner's Art Through the Ages, volume 2.
Author	Kleiner, Fred S.
Publisher	Boston: Cengage Learning.
Date/Edition	2020, sixteenth edition.
ISBN	No value

Title	Baroque. Barock. Barroco: 1600-1780.
Author	Menzel, Kristina.
Publisher	Cologne: Koenemann.
Date/Edition	2020
ISBN	No value

Title	Making Her Mark: A History of Women Artists in Europe, 1400-1800.
Author	Banta, Andaleeb Badiee, and Alexa Greist, eds.
Publisher	Fredericton, New Brunswick: Goose Lane Editions.
Date/Edition	2023
ISBN	No value

Title	Nineteenth Century Art: A Critical History.
Author	Eisenman, Stephen F.
Publisher	New York: W.W. Norton.
Date/Edition	2020, fifth edition.
ISBN	No value

Title	Material Cultures of the Global Eighteenth Century: Art, Mobility, and Change.

Changed Field

Current Version

Proposed Version

Author	Bellion, Wendy and Kristel Smentek, eds.
Publisher	London: Bloomsbury Publishing.
Date/Edition	2023
ISBN	No value



**Suggested
Reading List**

No value

Reading List Ashfield, Andrew and Peter de Bolla. "The Sublime: A Reader in British Eighteenth-Century Aesthetic Theory." Cambridge: Cambridge University Press, 1996.

May include, but are not limited to No value

Reading List Porterfield, Todd. "The Allure of Empire: Art in the Service of French Imperialism." Princeton, NJ: Princeton University Press, 1998.

May include, but are not limited to No value

Reading List King, Ross. "The Judgment of Paris: The Revolution Decade that Gave the World Impressionism." New York: Walker and Company, 2007.

May include, but are not limited to No value

Reading List Madeline, Laurence. "Women Artists in Paris, 1850-1900." New Haven and London: Yale University Press, 2017.

May include, but are not limited to No value

Reading List Barker, Emma, ed. Art, "Commerce and Colonialism, 1600-1800." Manchester: Manchester University Press, 2017.

May include, but are not limited to No value

Reading List Chadwick, Whitney. "Women, Art, and Society." 5th edition. London: Thames and Hudson, 2012.

May include, but are not limited to No value

Reading List Clark, T.J. "The Painting of Modern Life: Paris in the Art of Manet and His Followers." Revised edition. Princeton, NJ: Princeton University Press, 1999.

May include, but are not limited to No value

Reading List Breckman, Warren. "European Romanticism: A History with Documents." Boston: Bedford/St. Martin's, 2007.

May include, but are not limited to No value

Reading List Denvir, Bernard, ed. "The Impressionists at First Hand." London: Thames and Hudson, 1987.

May include, but are not limited to No value

Reading List ten-Doesschate Chu, Petra. "Nineteenth-Century European Art, third edition." Upper Saddle River, NJ: Pearson, 2012.

May include, but are not limited to No value

Reading List Either, Lorenz. "Neoclassicism and Romanticism 1750-1850: Sources and Documents, new edition." New York: Harper and Row, 1989.

May include, but are not limited to No value

Reading List Holt, Elizabeth Gilmore. "The Triumph of Art for the Public 1785-1848." Princeton, NJ: Princeton University Press, 1983.

May include, but are not limited to No value

Reading List Scholten, Frits et al, eds. "Netherlandish Art in Its Global Context." Leiden and Boston: Brill, 2016.

May include, but are not limited to No value

Reading List Levy, Evonne. "Propaganda and the Jesuit Baroque." Berkeley and Los Angeles: University of California Press, 2004.

May include, but are not limited to No value

Reading List Bermingham, Ann. "Learning to Draw: Studies in the Cultural History of a Polite and Useful Art." New Haven and London: Yale University Press, 2000.

May include, but are not limited to No value

Reading List De Bièvre, Elisabeth. "Dutch Art and Urban Cultures, 1200-1700." New Haven and London: Yale University Press, 2015.

May include, but are not limited to No value

Reading List Nochlin, Linda. "The Politics of Vision: Essays on Nineteenth Century Art and Society." Boulder, CO: Westview Press, 1991.

May include, but are not limited to No value

Reading List Tarabra, Daniela. "European Art of the Eighteenth Century." Los Angeles: J. Paul Getty Museum, 2008.

May include, but are not limited to No value

Reading List Roos, Anna Marie. "Martin Lister and his Remarkable Daughters: The Art of Science in the Seventeenth Century." Oxford: Bodleian Library, 2019.

May include, but are not limited to No value

Reading List Pinder, Kymberly N. "Race-ing Art History: Critical Readings in Race and Art History." New York and London: Routledge, 2002.

May include, but are not limited to No value

Reading List Potts, Alex. "Flesh and the Ideal: Winckelmann and the Origins of Art History." New Haven and London: Yale University Press, 2000.

May include, but are not limited to No value

Reading List Reynolds, Joshua. "Discourses." London: Penguin Books, 1992.

May include, but are not limited to No value

Reading List Safley, Thomas Max and Leonard N. Rosenband. "The Workplace before the Factory: Artisans and Proletarians, 1500-1800." Ithaca and London: Cornell University Press, 1993.

May include, but are not limited to No value

Reading List Bann, Stephen. "Parallel Lines: Printmakers, Painters, and Photographers, in Nineteenth Century France." New Haven and London: Yale University Press, 2001.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		Reading List Said, Edward. "Orientalism, twenty-fifth anniversary edition." London: Penguin Books, 2007. May include, but are not limited to	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	- Analyze the political and cultural function of works of art and architecture produced in Europe from the seventeenth through the nineteenth centuries, including the Baroque, Rococo, Neoclassical, Romantic, Realist, and Impressionist periods. - Evaluate works of art and architecture through both traditional and contemporary art historical methods. - Explore the concept of the artist and architect in Europe from the seventeenth through the nineteenth centuries. - Examine ways in which European expansion shaped artistic production in and beyond Europe. - Utilize both primary and secondary written texts in the active process of writing art history.	- Analyze works of art and architecture produced in Europe during the early modern period to evaluate public and private uses. - Explore the social experiences of early modern artists through analysis of art in conjunction with primary source documents and secondary sources, to evaluate artistic training; professional relationships between artists and those who commissioned their work or supported their careers; and socio-economic status of artists within their communities. - Assess continuity and innovation in early modern art and architecture through exploration of technique and subject matter, evaluating materials, tools, technical practices, and subject types. - Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history as well as critical theory, to explore political, religious, literary, and social themes in art of the seventeenth through nineteenth centuries.

Changed	Field	Current Version	Proposed Version
!	CSLOs	CSLOs Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.	CSLOs Analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting of works of art.	CSLOs Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Students will investigate different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of original art objects.	CSLOs Investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Analyze the political and cultural function of works of art and architecture produced in Europe from the seventeenth through the nineteenth centuries, including the Baroque, Rococo, Neoclassical, Romantic, Realist, and Impressionist periods. 1. Seventeenth century art and architecture 1. Baroque 2. Early Enlightenment 2. Eighteenth century art and architecture 1. Later Enlightenment 2. Rococo 3. Neoclassicism 4. Romanticism 3. Nineteenth century art and architecture 1. Later Romanticism 2. Realism 3. Impressionism 2. Evaluate works of art and architecture through both traditional and contemporary art historical methods. 1. Traditional methods of interpretation, such as: 1. Formalism 2. Iconography 3. Connoisseurship 4. Biography and autobiography studies 2. Contemporary methods of interpretation, such as: 1. Marxism and World-Systems theory 2. Feminism, Gender analysis, and Queer theory 3. Postcolonial theory and colonial discourse studies 3. Explore the concept of the artist and architect in Europe from the seventeenth through the nineteenth centuries. 1. Artists in relation to the European courts 2. Development of European art academies 3. Artists as theorists 4. The influence of art criticism on artists' careers 5. Artists in opposition to the academies 6. Role(s) of women in relation to artistic production 4. Examine ways in which European expansion shaped artistic production in	1. Analyze works of art and architecture produced in Europe during the early modern period to evaluate public and private uses. 1. Seventeenth century 1. The Baroque in Catholic Europe 2. The Baroque in Protestant Europe 3. The Baroque in colonial contexts 2. Eighteenth century 1. The Rococo 2. The Enlightenment, including Grand Tour, picturesque, and colonial travel imagery 3. Neoclassicism 4. Emergence of Romanticism 3. Nineteenth century 1. Romanticism and Orientalism 2. Realism 3. Arts and Crafts movement 4. Impressionism 2. Explore the social experiences of early modern artists through analysis of art in conjunction with primary source documents and secondary sources, to evaluate artistic training; professional relationships between artists and those who commissioned their work or supported their careers; and socio-economic status of artists within their communities. 1. Formation 1. Workshops, masters, and apprentices 2. Guilds 3. Academies 4. Self-taught or privately-taught artists 2. Professional development 1. Women in relation to production 2. Academic vs. independent or anti-academic exhibitions 3. Impact of art criticism 4. Competition and collaboration 5. Artists in colonial contexts 6. Patronage 3. Assess continuity and innovation in early modern art and architecture through exploration of technique and subject

Changed	Field	Current Version	Proposed Version
		and beyond Europe. 1. The development and influence of European art and architecture in colonized places 2. The impact and influence of non-European ideas and forms upon European art and architecture as a result of early modern imperialism and colonialism 5. Utilize both primary and secondary written texts in the active process of writing art history. 1. Primary sources, such as: 1. Documents from seventeenth century European culture 2. Documents from eighteenth century European culture 3. Documents from nineteenth century European culture 2. Secondary sources, such as: 1. Textbook 2. Scholarly articles 3. Other books	matter, evaluating materials, tools, technical practices, and subject types. 1. Subject types 1. Landscape 2. Portraiture 3. Genre 4. History 5. Still life 2. Technical approaches to the production of two-dimensional and three-dimensional art 1. Wood, stone, and metal 2. Clay 3. Textiles 4. Painting 5. Drawing 6. Printmaking 7. Photography 3. Building practices in relation to specific materials 1. Stone 2. Brick 3. Steel 4. Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history as well as critical theory, to explore political, religious, literary, and social themes in art of the seventeenth through nineteenth centuries. 1. Traditional and emerging methods 1. Formal analysis 2. Stylistic analysis 3. Connoisseurship 4. Iconography, iconology, and semiotics 5. Ecocritical art history 2. Critical theory 1. Feminist art history, gender studies, and queer studies 2. Marxist art history and material culture studies 3. Critical race art history 4. Postcolonial and colonial discourse theories 5. Decolonization and self-determination studies
	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	Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment C3: Written discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignment C2: Written analysis or research paper based on observation and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation
	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	Assignment A1: Image presentation for visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation; Assignment A2: Image presentation for historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used; and Assignment A3: Image presentation for thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception

B-Matrix Form

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

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

C-Matrix Form

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
	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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

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
	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
	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

**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

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline D: Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history as well as critical theory, to explore political, religious, literary, and social themes in art of the seventeenth through nineteenth centuries.

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	Methods of Evaluation B: Oral, written, or collaborative discussion or reflection responses to determine understanding of key ideas relative to works of art and texts.
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments A1: Visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation.
	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	Assignment B2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays.

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	Assignment A2: Historical evaluation, requiring critical assessment of cultural milieu as well as temporal, geographical, and environmental parameters within which art was created and used.
	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 D: Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

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)	ARTS 002C	ARTS 002C
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	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). -mkct	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

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

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.**

While the Heilbrunn Timeline of Art History is a suitable OER supplemental resource for this course, it is not offered as a substitute for the primary text or references. Individual faculty members determine texts and course materials, which may include OER and ZTC options.

3/26/2026 Specifications Examples of Primary Texts and References Required

			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.	
3/26/2026	Specifications	Examples of Primary Texts and References	Suggested	The "DEI Review" statement has been revised in response to the suggestion.
			Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (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, let me know in the Initiator response box.	
3/26/2026	Specifications	Assignments	Suggested	Assignment "C2" has been revised in response to the suggestion.

Changed	Questions	Current Version	Proposed Version

		3/26/2026	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.

Method of Evaluation
"B" has been revised in response to the suggestion.

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
			04/22/26	Learning Objectives/Outline	Course Objectives/Course Outline	Suggested	An issue just came to my attention and I am writing you about an email now. Please let me know how you would like to proceed. The 2C course needs to go back to the original structure for the time being. Someone in your department would need to request a new course to do what you are trying to do. You can't reuse a course number if the function of the course is different.	N/A
			04/25/26	Learning Objectives/Outline	Course Objectives/Course Outline	Required		Y
	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	ARTSD002C
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2019 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	CCC000150217

Articulation

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
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
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 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.)

Section	Changed field
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	DL Approval Date (MM/DD/YYYY)
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.
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	• Mary Clark Tillman	• Elizabeth Mjelde
	Course ID (CB01A and CB01B)	ARTSD002D	ARTSD002D
	Course Control Number	CCC000055630	CCC000055630
❗	Course Title (CB02)	History of Art: Europe and the United States from Post-Impressionism to the Present	History of Art: Europe and ~~the United States~~ <u>North America</u> from Post-Impressionism to the Present
	Short Course Title	HIST OF ART/EUROPE & US	HIST OF ART/EUROPE & US
	TOP Code (CB03)	1001.00	1001.00 Fine Arts, General
	CIP Code	Visual and Performing Arts, General	50.0101 Visual and Performing Arts, General
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
❗	Effective Term	Fall 2025	Fall ~~2025~~ <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 introduction to the discipline of art history through an analysis of images, objects, and works of architecture produced from the 1880s to the present by a diverse range of artists in Europe and the United States.	This course introduces students to the discipline of art history through analysis of images, objects, and works of architecture in Europe and North America from the 1880s to the present day, including major movements of modern art. Students will investigate patterns of historical production and reception, demonstrating visual literacy and critical thinking skills through evaluation of diverse methods of interpretation. Students will also explore the social experiences of artists and produce written analysis of art based on firsthand observation.
	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 is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the History of Art series, introducing students to the practice of art history through an examination of a diverse range of images, objects, and works of architecture produced from the late nineteenth century to the present.	This course is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the History of Art series, introducing students to the practice of art history through an examination of a diverse range of images, objects, and works of architecture produced from the late nineteenth century to the present.

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 - Specifications - Methods of Instruction - Specifications - Methods of Evaluation - Outline - Course Outline

	Please summarize the ways in which your course includes DEI.	No value	<u>All aspects of this course were reviewed and updated to reflect values and practices of diversity, equity, and inclusion. For example, primary texts and references represent diverse authors, voices, and perspectives; offer clear and accessible explanation; and explore current debates in the field of art history that are relevant to students.</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 value	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	
!	Will the course be UC transferable?	No value	<u>Yes</u>

Associated Programs

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 Certificate of Achievement-Advanced (COA-A)

Associated Program Art History

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

Associated Program Art History for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Art History for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

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 Global Studies

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 for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Art History for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

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 Global Studies

Changed Field

Current Version

Proposed Version

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

Associated Program Global Studies

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 Photographic Arts (Film and Digital)

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

Associated Program Sculpture

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

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

Associated Program Global Studies

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 Photographic Arts (Film and Digital)

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

Associated Program Sculpture

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

Changed	Field	Current Version	Proposed Version
		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

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> ARTH - Approved. </td></tr><tr><td>-</td><td>ARTS D002B & ARTS D002C & ARTS D002D required for C-ID ARTH 120</td></tr></table>	System/Institution	C-ID	Area(s)	ARTH - Approved.	-	ARTS D002B & ARTS D002C & ARTS D002D required for C-ID ARTH 120	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td> ARTH - Approved. </td></tr><tr><td>-</td><td>ARTS D002B & ARTS D002C & ARTS D002D required for C-ID ARTH 120</td></tr></table>	System/Institution	C-ID	Area(s)	ARTH - Approved.	-	ARTS D002B & ARTS D002C & ARTS D002D required for C-ID ARTH 120
System/Institution	C-ID														
Area(s)	ARTH - Approved.														
-	ARTS D002B & ARTS D002C & ARTS D002D required for C-ID ARTH 120														
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-	ARTS D002B & ARTS D002C & ARTS D002D required for C-ID ARTH 120														
		<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3A - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3A - Approved.	-	No value
System/Institution	Cal-GETC														
Area(s)	CA3A - Approved.														
-	No value														
System/Institution	Cal-GETC														
Area(s)	CA3A - Approved.														
-	No value														
		<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Changed	Field	Current Version	Proposed Version
!	Assignments	1. Required reading from primary and secondary sources. 2. Written assignment.	1. Image presentations 1. Visual evaluation, requiring formal and stylistic analysis, critical theory, and additional methods of interpretation 2. Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used 3. Thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception 2. Readings 1. Primary source documents 2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays 3. Instructor-authored material 3. Writing 1. Written (or partially-written) midterm and final exams 2. Analysis or research paper based on selection, observation, and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation 3. Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Midterm and final exams, including both of the following formats: objective questions identifying works of art and their respective artists, historical periods, dates, and media, and/or "short answer" questions; and written essays requiring analysis of works of art in conjunction with works discussed by students in class, and in response to assigned readings, including application of primary source documents and secondary written sources.
2. At least one written assignment, comprised of a term paper which requires visual analysis of original works of art (or architecture) contextualized in relation to works of art (or architecture) discussed by students in class. The paper will be evaluated on the basis of any or all of the following: student analysis of physical condition and technical production of art objects; implementation of formal and stylistic analysis; interpretation of subject matter; consideration of the gender, ethnicity, and social status of artists (or architects and/or patrons); and analysis of the function and meaning of the work in society.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Quizzes which may include objective, short answer, and/or essay questions to determine engagement in visual, historical, and thematic evaluation of art and texts (primary and secondary sources).
2. Oral, written, or collaborative discussion or reflection responses shaped and demonstrated by faculty to determine understanding of key ideas relative to works of art and texts.
3. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills.
4. Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • Lecture room with dimmable lighting and highest-quality laser projector (Christie 4K7-HS or equivalent) and DVD/Blu-ray deck

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>Kleiner, Fred S. "Gardner's Art Through the Ages: The Western Perspective, fifteenth edition." Volume 2. Boston: Cengage Learning, 2017.</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	Kleiner, Fred S. "Gardner's Art Through the Ages: The Western Perspective, fifteenth edition." Volume 2. Boston: Cengage Learning, 2017.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Gardner's Art through the Ages, volume 2.</td></tr><tr><td>Author</td><td>Kleiner, Fred S.</td></tr><tr><td>Publisher</td><td>Boston: Cengage Learning.</td></tr><tr><td>Date/Edition</td><td>2020, sixteenth edition</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Gardner's Art through the Ages, volume 2.	Author	Kleiner, Fred S.	Publisher	Boston: Cengage Learning.	Date/Edition	2020, sixteenth edition	ISBN	No value
		Title	No value																				
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		Author	Kleiner, Fred S.																				
		Publisher	Boston: Cengage Learning.																				
		Date/Edition	2020, sixteenth edition																				
ISBN	No value																						
	<table><tr><td>Title</td><td>Modern Art: A Global Survey from the Mid-Nineteenth Century to the Present.</td></tr><tr><td>Author</td><td>Cateforis, David.</td></tr><tr><td>Publisher</td><td>Oxford: Oxford University Press..</td></tr><tr><td>Date/Edition</td><td>2023</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Modern Art: A Global Survey from the Mid-Nineteenth Century to the Present.	Author	Cateforis, David.	Publisher	Oxford: Oxford University Press..	Date/Edition	2023	ISBN	No value	<table><tr><td>Title</td><td>History of Modern Art.</td></tr><tr><td>Author</td><td>Arnason, H.H. and Elizabeth C. Mansfield.</td></tr><tr><td>Publisher</td><td>London: Pearson.</td></tr><tr><td>Date/Edition</td><td>2021, seventh edition</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	History of Modern Art.	Author	Arnason, H.H. and Elizabeth C. Mansfield.	Publisher	London: Pearson.	Date/Edition	2021, seventh edition	ISBN	No value	
Title	Modern Art: A Global Survey from the Mid-Nineteenth Century to the Present.																						
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Publisher	Oxford: Oxford University Press..																						
Date/Edition	2023																						
ISBN	No value																						
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Date/Edition	2021, seventh edition																						
ISBN	No value																						
	<table><tr><td>Title</td><td>Postwar Revisited: A Global Art History.</td></tr><tr><td>Author</td><td>Enwezor, Okwui and Atreyee Gupta, eds.</td></tr><tr><td>Publisher</td><td>Durham: Duke University Press.</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Postwar Revisited: A Global Art History.	Author	Enwezor, Okwui and Atreyee Gupta, eds.	Publisher	Durham: Duke University Press.	Date/Edition	2025	ISBN	No value	<table><tr><td>Title</td><td>Thinking through Twentieth-Century Architecture.</td></tr><tr><td>Author</td><td>Ray, Nicholas.</td></tr><tr><td>Publisher</td><td>Abingdon, Oxfordshire: Routledge.</td></tr><tr><td></td><td></td></tr></table>	Title	Thinking through Twentieth-Century Architecture.	Author	Ray, Nicholas.	Publisher	Abingdon, Oxfordshire: Routledge.					
Title	Postwar Revisited: A Global Art History.																						
Author	Enwezor, Okwui and Atreyee Gupta, eds.																						
Publisher	Durham: Duke University Press.																						
Date/Edition	2025																						
ISBN	No value																						
Title	Thinking through Twentieth-Century Architecture.																						
Author	Ray, Nicholas.																						
Publisher	Abingdon, Oxfordshire: Routledge.																						

Changed Field

Current Version

Proposed Version

Date/Edition 2023

ISBN No value



**Suggested
Reading List**

No value

Reading List Geva, Anat. "Modernism and American Mid-20th Century Sacred Architecture." Abingdon, Oxfordshire and New York: Routledge, 2018.

May include, but are not limited to No value

Reading List Bal, Mieke, ed. "The Practice of Cultural Analysis: Exposing Interdisciplinary Interpretation." Palo Alto, California: Stanford University Press, 1999.

May include, but are not limited to No value

Reading List Becker, Carol, ed. "The Subversive Imagination: Artists, Society, and Social Responsibility." New York and London: Routledge, 1994.

May include, but are not limited to No value

Reading List Paul, Christiane. "Digital Art, third edition." London: Thames and Hudson, 2015.

May include, but are not limited to No value

Reading List Hung, Wu and Peggy Wang, eds. "Contemporary Chinese Art: Primary Documents." Durham, NC: Duke University Press, 2010.

May include, but are not limited to No value

Reading List Candela, Iris. "Art in Latin America." London: Tate Publishing Ltd., 2013.

May include, but are not limited to No value

Reading List Carlin, Deborah and Jennifer DiGrazia, eds. "Queer Cultures." Upper Saddle River, New Jersey: Pearson Publishing, 2004.

May include, but are not limited to No value

Reading List Carter, William, ed. "Art after Empire: From Colonialism to Globalization." Manchester: Manchester University Press, 2018.

May include, but are not limited to No value

Reading List Smith, Terry, Okwui Enwezor, and Nancy Condee, eds. "Antinomies of Art and Culture: Modernity, Postmodernity, and Contemporaneity." Durham, NC: Duke University Press, 2009.

May include, but are not limited to No value

Reading List Wünsche, Isabel. "The Routledge Companion to Expressionism in a Transnational Context." Abingdon, Oxfordshire and New York: Routledge, 2018.

May include, but are not limited to No value

Reading List Russell, Charles. "Groundwaters: A Century of Art by Self-Taught and Outsider Artists." New York: Prestel Publishing, 2011.

May include, but are not limited to No value

Reading List Kastner, Jeffrey, ed. "Land and Environmental Art." London: Phaidon Press, 2010.

May include, but are not limited to No value

Reading List Kuhn, Walter, trans. "Documents of the 1913 Armory Show: The Electrifying Moment of Modern Art's American Debut." ebook: Hol Art Books, 2009.

May include, but are not limited to No value

Reading List Harrison, Charles and Paul Wood, eds. "Art in Theory 1900 2000: An Anthology of Changing Ideas." Oxford: Blackwell Publishers, 2002.

May include, but are not limited to No value

Reading List Getsy, David J. "Queer: Documents of Contemporary Art." Cambridge, MA: The MIT Press, 2016.

May include, but are not limited to No value

Reading List Leppert, Richard. "The Nude: The Cultural Rhetoric of the Body in the Art of Western Modernity." Westview Press, 2007.

May include, but are not limited to No value

Reading List Weyl, Christina. "The Women of Atelier 17: Modernist Printmaking in Midcentury New York." New Haven and London: Yale University Press, 2019.

May include, but are not limited to No value

Reading List Brettell, Richard R. "Modern Art 1851-1929: Capitalism and Representation." Oxford and New York: Oxford University Press, 1999.

May include, but are not limited to No value

Reading List Kokur, Zoya and Simon Leung. "Theory in Contemporary Art since 1985." Oxford: Blackwell Publishing, 2005.

May include, but are not limited to No value

Reading List Dalle Vacche, Angela, ed. "Film, Art, New Media: Museum without Walls?" Houndsmill, Basingstoke, Hampshire: Palgrave Macmillan, 2012.

May include, but are not limited to No value

Reading List Jacoby, Annice, ed. "Street Art San Francisco: Mission Muralismo." New York: Harry N. Abrams, 2009.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Dumbadze, Alexander and Suzanne Hudson, eds. "Contemporary Art: 1989 to the Present." Chichester, West Sussex: Wiley-Blackwell, 2013.

May include, but are not limited to No value

Reading List Bocola, Sandro. "The Art of Modernism: Art, Culture, and Society from Goya to the Present Day." New York: Prestel, 2000.

May include, but are not limited to No value

Reading List Phillips, Herbert P. "The Integrative Art of Modern Thailand." Berkeley: Lowie Museum of Anthropology, University of California, 1991.

May include, but are not limited to No value

Reading List Pollock Griselda. "Differencing the Canon: Feminist Desire and the Writing of Art's Histories." London and New York: Routledge, 1999.

Changed	Field	Current Version	Proposed Version
		May No value include, but are not limited to	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Analyze the political and cultural function of works of art and architecture produced in Europe and the United States from the late nineteenth century through the present, including movements such as Post Impressionism, Expressionism, Early Abstraction (including Cubism), Dada, Surrealism, Abstract Expressionism, Pop Art, Minimalism, Conceptualism, Postmodernism, and Contemporary art. - Evaluate works of art and architecture through both traditional and contemporary art historical methods. - Explore the concept of the artist and architect in Europe and the United States from the late nineteenth century through the present. - Discuss concepts and practices of art and architecture produced in Europe and the United States from the late nineteenth century through the present day within the context of ongoing imperial and colonialist practices. - Utilize both primary and secondary written texts in the active process of writing art history.	- Analyze works of art and architecture produced in Europe and North America during the modern period to evaluate public and private uses. - Explore the social experiences of modern artists and architects through analysis of art in conjunction with primary source documents and secondary sources, to evaluate artistic training; professional relationships between artists and those who commissioned their work or supported their careers; and socio-economic status of artists within their communities. - Assess continuity and innovation in modern art and architecture through exploration of technique and subject matter, evaluating materials, tools, technical practices, and subject types. - Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history as well as critical theory, to explore political, religious, literary, and social themes in modern art and architecture.

Changed	Field	Current Version	Proposed Version
❗	CSLOs	CSLOs Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.	CSLOs Analyze public and private uses of art through exploration of the experiences of artists in the societies in which they trained and worked.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting of works of art.	CSLOs Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Students will investigate different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of original art objects.	CSLOs Investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline



Course Content

1. Analyze the political and cultural function of works of art and architecture produced in Europe and the United States from the late nineteenth century through the present, including movements such as Post impressionism, Expressionism, Early Abstraction (including Cubism), Dada, Surrealism, Abstract Expressionism, Pop Art, Minimalism, Conceptualism, Postmodernism, and Contemporary art.
 1. Post impressionism
 1. France
 2. The Netherlands and Belgium
 2. Expressionism
 1. France
 2. Germany
 3. Proto-Expressionism in Scandinavia
 3. Early Abstraction (including Cubism)
 1. Italy and Russia
 2. The Netherlands
 3. France and Spain
 4. United States
 4. Dada
 1. France
 2. Switzerland and Germany
 3. United States
 5. Surrealism
 1. Spain
 2. France
 3. Mexico
 4. United States
 6. Later twentieth century art movements in the United States, such as:
 1. Abstract Expressionism
 2. Pop Art
 3. Minimalism
 4. Conceptualism
 5. Postmodernism
 6. Contemporary art
2. Evaluate works of art and architecture through both traditional and contemporary art historical methods.
 1. Traditional methods of interpretation, such as:
 1. Formalism
 2. Iconography
 3. Connoisseurship
 4. Biography and autobiography studies
 2. Contemporary methods of interpretation, such as:
 1. Marxism and World-Systems theory
 2. Feminism, Gender analysis, and Queer theory

1. Analyze works of art and architecture produced in Europe and North America during the modern period to evaluate public and private uses.
 1. Late nineteenth century
 1. Post-Impressionism
 2. Symbolism and Proto-Expressionism
 3. Art Nouveau and the Vienna Secession
 2. Early twentieth century
 1. Expressionism, including Fauvism, Die Brücke, and Der Blaue Reiter
 2. Cubism and Primitivism
 3. Futurism, Suprematism, and Constructivism
 4. De Stijl and Bauhaus
 5. The Harlem Renaissance
 6. Dada and Surrealism
 7. American Regionalism and the Works Progress Administration
 8. Mexican muralism
 9. International Style architecture
 10. Art Deco
 3. Mid-twentieth century to the present
 1. Brutalism
 2. Abstract Expressionism
 3. Post-Painterly Abstraction
 4. Pop art
 5. Minimalism
 6. Conceptual art
 7. Performance art and Happenings
 8. Earth art
 9. Installation and site-specificity
 10. Neo-Expressionism
 11. Poststructuralism
 12. New Architecture Movement
 13. Postmodernism
 14. Globalization
2. Explore the social experiences of modern artists and architects through analysis of art in conjunction with primary source documents and secondary sources, to evaluate artistic training; professional relationships between artists and those who commissioned their work or supported their careers; and socio-economic status of artists within their communities.
 1. Formation
 1. Academies
 2. Self- or community-taught artists
 3. Emerging role of museums
 2. Professional development

3. Postcolonial theory and colonial discourse studies
3. Explore the concept of the artist and architect in Europe and the United States from the late nineteenth century through the present.
 1. Avant gardism and artistic production
 2. The concept of the "art star"
 3. Artists and architects as social activists
 4. Role(s) of women in relation to artistic production
4. Discuss concepts and practices of art and architecture produced in Europe and the United States from the late nineteenth century through the present day within the context of ongoing imperial and colonialist practices.
 1. Art and labor migration
 2. Art and diaspora communities
5. Utilize both primary and secondary written texts in the active process of writing art history.
 1. Primary sources, such as:
 1. Documents from late nineteenth century European and American culture
 2. Documents from early twentieth century European and American culture
 3. Documents from late twentieth century European and American culture
 2. Secondary sources, such as:
 1. Textbook
 2. Scholarly articles
 3. Other books

1. Women and production
2. Artists and architects in colonial, migration, and diaspora contexts
3. Academic vs. independent or anti-academic exhibitions
4. Impact of art criticism
5. Competition and collaboration
6. Proliferation of commercial galleries
7. Private or institutional patronage
3. Assess continuity and innovation in modern art and architecture through exploration of technique and subject matter, evaluating materials, tools, technical practices, and subject types.
 1. Subject types
 1. Landscape
 2. Portraiture
 3. Genre
 4. History
 5. till life
 6. Non-representation
 2. Technical approaches to the production of two-dimensional and three-dimensional art
 1. Wood, stone, and metal
 2. Clay
 3. Textiles
 4. Oil and synthetic paint
 5. Drawing
 6. Printmaking, especially lithography
 7. Photography, film, and video
 8. Computer-Aided Design (CAD) and digital imagery
 9. New illumination and screen technologies
 3. Building practices in relation to specific materials
 1. Steel-frame architecture
 2. Reinforced concrete
 3. Sustainable architecture
4. Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history as well as critical theory, to explore political, religious, literary, and social themes in modern art of and architecture.
 1. Traditional and emerging methods
 1. Formal analysis
 2. Stylistic analysis
 3. Connoisseurship
 4. Iconography, iconology, and semiotics
 5. Ecocritical art history
 2. Critical theory

Changed	Field	Current Version	Proposed Version
			1. Feminist art history, gender studies, and queer studies 2. Marxist art history and material culture studies 3. Critical race art history 4. Postcolonial and colonial discourse theories 5. Decolonization and self-determination studies
	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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	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	Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment C3: Written discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignment C2: Written analysis or research paper based on observation and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation
	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	Assignment A1: Image presentation for visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation; Assignment A2: Image presentation for historical evaluation, requiring critical assessment of cultural milieu as well as temporal, geographical, and environmental parameters within which art was created and used; and Assignment A3: Image presentation for thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception

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
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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
	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

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline D: Evaluate a diverse range of interpretive methods used by art historians, applying traditional and emerging methods of art history as well as critical theory, to explore political, religious, literary, and social themes in modern art of and architecture.

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	Methods of Evaluation B: Oral, written, or collaborative discussion or reflection responses to determine understanding of key ideas relative to works of art and texts.
	! Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments A1: Visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation.
	! 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	Assignment B2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays.

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	Assignment A2: Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used.
	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 D: Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

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)	ARTS 002D	ARTS 002D
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	11/12/2019	06/16/2026
!	Hybrid Approval Date (MM/DD/YYYY)	11/12/2019	06/16/2026
	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). -mkct	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

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		
			4/11/2026	Basic Course Information	Course Description	Suggested	Consider revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course		The "Course Description" was revised in response to the suggestion.

4/11/2026 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.

While the Heilbrunn Timeline of Art History is a suitable OER supplemental resource for this course, it is not offered as a substitute for the primary text or references. Individual faculty members determine texts and course materials, which may include OER and ZTC options.

4/11/2026	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. Thanks for this list of assignments. Do any assignments 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.	The "DEI Review" statement has been revised in response to the suggestion.
4/11/2026	Specifications	Assignments	Suggested	Assignment "C2" has been revised in response to the suggestion.	

Changed	Questions	Current Version	Proposed Version

4/11/2026

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.

Method of Evaluation
"B" has been revised in response to the suggestion.

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 4: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit		
!			04/21/26	Outline	Course outline	Suggested	If you would like to have this course approved for C-ID 150: Survey of Modern Art, you will want to make sure you include the areas listed below. Please note that it is very possible that you have some of them included but I lack the art history vocabulary to recognize them in an alternative form. These are just the ones that were not obviously listed: • Symbolism as a movement. • You had listed Neoclassicism in the COR, but Classicism is not mentioned (it's in the C-ID descriptor; as a non-expert in your content, I want to ask if those are the same thing (if yes, ignore me, if no, please be sure to include Classicism) • Fauvism is not included, but should be • Non-Objectivity should be included • Happenings, Earthworks, Installation, Site-specific art • Post-Modernism, Neo-Expressionism, • Globalization		Y

Changed	Questions	Current Version	Proposed Version	
		04/21/26	Learning Objectives	Course Objectives
				Suggested training, which is a red flag for UC-transferability and Cal-GETC approval. You may want to remove this section and flesh out some of the others to fill in the gaps. The 2D course needs to go back to the original structure for the time being. It sounds like the course as it is right now is not too different than it was previously, but we just need to make sure that it meets the C-ID descriptor
		04/25/26	Learning Objectives/Outline	Course Objectives/Outline
				Required
				Y

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	ARTSD002D
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2019 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	CCC000055630

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

De Anza College

Change Report

05/18/2026

Summary of Changes

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

Section	Changed field
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	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Comments	Stage 8: SLO Coordinator
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.
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	Mary Clark Tillman	- Elizabeth Mjelde - Natasha, Kleit
	Course ID (CB01A and CB01B)	ARTSD03TC	ARTSD03TC
	Course Control Number	CCC000219383	CCC000219383
	Course Title (CB02)	Women and Art	Women and Art

Changed	Field	Current Version	Proposed Version
	Short Course Title	WOMEN & ART	WOMEN & ART
	TOP Code (CB03)	1001.00	1001.00 Fine Arts, General
	CIP Code	Visual and Performing Arts, General	50.0101 Visual and Performing Arts, General
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	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 history of women in relation to society and the visual arts from prehistory to the present, across a range of cultures. Obstacles faced by women artists are explored, as well as contributions made by women artists, and art in which women serve as subject matter.	In this course students analyze works of art made by women artists across a range of cultures and time periods to evaluate how women shape visual culture despite historical exclusion from education and obstacles to professional development. Applying traditional and emerging methods of art historical interpretation and critical theory, students assess the differing milieux within which women make art, and explore patterns of (and resistance to) objectification of women's bodies in art. Students produce written analysis of art based on firsthand observation.
	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 is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the Topics in Art History series, introducing students to the practice of art history through analysis of representations of women as well as imagery produced by historical and contemporary women artists.	This course is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the Topics in Art History series, introducing students to the practice of art history through analysis of representations of women as well as imagery produced by historical and contemporary women artists.

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~~ <u>Yes - complete the cross-listed form</u>

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	

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>All aspects of this course were reviewed and updated to reflect values and practices of diversity, equity, and inclusion. For example, primary texts and references represent diverse authors, voices, and perspectives; offer clear and accessible explanation; and explore current debates in the field of art history that are relevant to students.</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	No value	

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed Field

Current Version

Proposed Version

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** Art History for Transfer

**Award
Type** Associate in Arts for Transfer
(A.A.-T.) Degree

**Associated
Program** Art History for Transfer

**Award
Type** Associate in Arts for Transfer
(A.A.-T.) Degree

**Associated
Program** Art History for Transfer (In
Development)

**Award
Type** Associate in Arts for Transfer
(A.A.-T.) Degree

**Associated
Program** Art History for Transfer (In
Development)

**Award
Type** Associate in Arts for Transfer
(A.A.-T.) Degree

**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)

Changed Field

Current Version

Proposed Version

Associated Program Global Studies

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

Associated Program Global Studies

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

Associated Program Global Studies

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

Associated Program Global Studies

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

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 Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Social Justice Studies: General Studies for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Social Justice Studies: General Studies for Transfer

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)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Women's Studies	Associated Program Women's Studies
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)

Transferability & Gen. Ed. Options															
Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> - CA3A - Approved. - CA4X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	- CA3A - Approved. - CA4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> - CA3A - Approved. - CA4X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	- CA3A - Approved. - CA4X - Approved.	-	No value
System/Institution	Cal-GETC														
Area(s)	- CA3A - Approved. - CA4X - Approved.														
-	No value														
System/Institution	Cal-GETC														
Area(s)	- CA3A - Approved. - CA4X - Approved.														
-	No value														
		<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. 2G4X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved. 2G4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. 2G4X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved. 2G4X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	2G3X - Approved. 2G4X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G3X - Approved. 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
	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

Changed	Field	Current Version	Proposed Version
	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.

Changed	Field	Current Version	Proposed Version
	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			



Methods of Instruction

Methods of Instruction

Methods of Instruction

- Lecture and visual aids
- Discussion of assigned reading
- Discussion of assigned reading
- In-class essays
- In-class exploration of Internet sites
- Field observation and field trips
- Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction

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

Changed	Field	Current Version	Proposed Version
	Assignments	1. Reading assignments 1. Assigned readings of primary and secondary sources 2. Supplementary readings for research and visual analysis papers 2. Written assignments 1. A research paper requiring analysis of primary and secondary sources 2. A visual analysis paper requiring analysis of original works of art 3. Collaborative group work	1. Image presentations 1. Visual evaluation, requiring formal and stylistic analysis, critical theory, and additional methods of interpretation 2. Historical evaluation, requiring critical assessment of cultural milieu as well as temporal, geographical, and environmental parameters within which art was created and used 3. Thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception 2. Readings 1. Primary source documents 2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays 3. Instructor-authored material 3. Writing 1. Written (or partially-written) midterm and final exams 2. Analysis or research paper based on selection, observation, and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation 3. Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation Methods of Evaluation 1. Quizzes which may include objective, short answer, and/or essay questions to determine engagement in visual, historical, and thematic evaluation of art and texts (primary and secondary sources). 2. Oral, written, or collaborative discussion or reflection responses shaped and demonstrated by faculty to determine understanding of key ideas relative to works of art and texts. 3. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills. 4. Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

Changed	Field	Current Version	Proposed Version
		Methods of Evaluation 1. Midterm and final exams, including both of the following formats: objective questions identifying works of art and their respective artists, historical periods, dates, and media, and/or "short answer" questions; and written essays requiring analysis of works of art in conjunction with works discussed by students in class, and in response to assigned readings, including application of primary source documents and secondary written sources. 2. At least one written assignment, comprised of a term paper which requires visual analysis of original works of art (or architecture) contextualized in relation to works of art (or architecture) discussed by students in class. The paper will be evaluated on the basis of any or all of the following: student analysis of physical condition and technical production of art objects; implementation of formal and stylistic analysis; interpretation of subject matter; consideration of the gender, ethnicity, and social status of artists (or architects and/or patrons); and analysis of the	

Changed Field

Current Version

Proposed Version

function and meaning
of the work in society.



**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- Lecture room with dimmable lighting and highest-quality laser projector (Christie 4K7-HS or equivalent) and DVD/Blu-ray deck

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>Chadwick, Whitney. "Women, Art, and Society, fifth edition." London: Thames and Hudson, 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	Chadwick, Whitney. "Women, Art, and Society, fifth edition." London: Thames and Hudson, 2012.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Women, Art, and Society</td></tr><tr><td>Author</td><td>Chadwick, Whitney.</td></tr><tr><td>Publisher</td><td>London: Thames & Hudson</td></tr><tr><td>Date/Edition</td><td>2020, sixth edition</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Women, Art, and Society	Author	Chadwick, Whitney.	Publisher	London: Thames & Hudson	Date/Edition	2020, sixth edition	ISBN	No value
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		<table><tr><td>Title</td><td>A World of Our Own: Women Artists Against the Odds</td></tr><tr><td>Author</td><td>Borzello, Frances</td></tr><tr><td>Publisher</td><td>London: Thames & Hudson</td></tr><tr><td>Date/Edition</td><td>2024</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	A World of Our Own: Women Artists Against the Odds	Author	Borzello, Frances	Publisher	London: Thames & Hudson	Date/Edition	2024	ISBN	No value											
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		<table><tr><td>Title</td><td>Art and Feminisms: Histories, Methods, and Legacies</td></tr><tr><td>Author</td><td>Silver, Erin, ed.</td></tr><tr><td>Publisher</td><td>Abingdon, Oxfordshire: Routledge</td></tr><tr><td>Date/Edition</td><td>2026</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Art and Feminisms: Histories, Methods, and Legacies	Author	Silver, Erin, ed.	Publisher	Abingdon, Oxfordshire: Routledge	Date/Edition	2026	ISBN	No value											
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		<table><tr><td>Title</td><td>The Guerilla Girls Bedside Companion to the History of Western Art.</td></tr><tr><td>Author</td><td>Guerilla Girls.</td></tr><tr><td>Publisher</td><td>London: Penguin Books</td></tr><tr><td>Date/Edition</td><td>1998</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	The Guerilla Girls Bedside Companion to the History of Western Art.	Author	Guerilla Girls.	Publisher	London: Penguin Books	Date/Edition	1998	ISBN	No value											
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Changed Field

Current Version

Proposed Version

Author Samet, Jennifer and
Eleanor Walker.

Publisher London: Merrell
Publishers

Date/Edition 2025

ISBN No value

**Suggested
Reading List**

No value

Reading List Cherry, Deborah and Janice Helland. "Local/Global: Women Artists in the Nineteenth Century." Aldershot, Hampshire: Ashgate Publishing Limited, and Burlington, Vermont: Ashgate Publishing Company, 2016.

May include, but are not limited to No value

Reading List Broude, Norma and Mary D. Garrard, eds. "The Expanding Discourse: Feminism and Art History." New York: Harper and Row, Publishers, 1992.

May include, but are not limited to No value

Reading List Farrington, Lisa. "Creating Their Own Image: The History of African American Women Artists." Oxford and London: Oxford University Press, 2004.

May include, but are not limited to No value

Reading List Greer, Germaine. "The Obstacle Race: The Fortunes of Women Painters and Their Work." New York: Farrar Straus Giroux, 1979.

May include, but are not limited to No value

Reading List McMahon, Marci R. "Domestic Negotiations: Gender, Nation, and Self-Fashioning in U.S. Mexicana and Chicana Literature and Art." New Brunswick, NJ: Rutgers University Press, 2013.

May include, but are not limited to No value

Reading List hooks, bell. "Art on My Mind: Visual Politics." New York: The New Press, 1995.

May include, but are not limited to No value

Reading List Gopinath, Gayatri. "Unruly Visions: The Aesthetic Practices of Queer Diaspora." Durham: Duke University Press, 2018.

May include, but are not limited to No value

Reading List Kim-Renard, Young-Kay. "Creative Women of Korea: The Fifteenth through the Twentieth Centuries." New York: M.E. Sharpe, 2003.

Changed Field

Current Version

Proposed Version

**May
include,
but are
not
limited
to** No value

**Reading
List** Kintanar, Thema B. "Self-
Portraits: Twelve Filipina
Artists Speak." Manila: Ataneo
de Manila University Press,
2000.

**May
include,
but are
not
limited
to** No value

**Reading
List** Kitch, Carolyn. "The Girl on the
Magazine Cover: The Origins
of Visual Stereotypes in
American Mass Media."
Chapel Hill, NC: University of
North Carolina Press, 2001.

**May
include,
but are
not
limited
to** No value

**Reading
List** Frostiq, Karen, and Kathy A.
Halamka. "Blaze: Discourse on
Art, Women and Feminism."
Newcastle: Cambridge
Scholars Publishing, 2009.

**May
include,
but are
not
limited
to** No value

Reading List Lewis, Reina. "Gendering Orientalism: Race, Femininity, and Representation." London and New York: Routledge, 1996.

May include, but are not limited to No value

Reading List Arnett, Paul et al. "Gee's Bend: The Architecture of the Quilt." Atlanta, GA: Tinwood Books, 2006.

May include, but are not limited to No value

Reading List Nochlin, Linda. "Women, Art, and Power and Other Essays." New York: Harper and Row, 1988.

May include, but are not limited to No value

Reading List Reckitt, Helena and Peggy Phelan. "Art and Feminism." London and New York: Phaidon Press, 2012.

May include, but are not limited to No value

Reading List Urbanelli, Elisa, ed. "The Sculpture of Ruth Asawa: Contours in the Air." Berkeley: University of California Press, 2006.

May include, but are not limited to No value

Reading List "Cheers to Muses: Contemporary Works by Asian American Women." San Francisco: Asian American Women Artists Association, 2007.

May include, but are not limited to No value

Reading List Brodsky, Judith, et al. "The Fertile Crescent: Gender, Art, and Society." New Brunswick, NJ: Rutgers University Press, 2012.

May include, but are not limited to No value

Reading List Pollock, Griselda. "Vision and Difference: Femininity, Feminism and the Histories of Art, third edition." London: Routledge, 2003.

May include, but are not limited to No value

Reading List Robinson, Hilary, ed.
"Feminism Art Theory: An Anthology, 1968-2014, second edition." Chichester, West Sussex and Malden, MA: Wiley Blackwell, 2015.

May include, but are not limited to No value

Reading List St. Gaudens, Maurine.
"Emerging from the Shadows: Women Artists Working in California, 1860-1960." Four volumes. Atglen, PA: Schiffer, 2015.

May include, but are not limited to No value

Reading List Wallace, Michele. "Dark Designs and Visual Culture." Durham, NC: Duke University Press, 2004.

May include, but are not limited to No value

Reading List Waller, Susan. "Women Artists in the Modern Era: A Documentary History." Metuchen, NJ: Scarecrow Press, 1991.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		Reading List Reilly, Maura and Linda Nochlin. "Global Feminisms: New Directions in Contemporary Art." London and New York: Merrell Publishers, 2007.	
		May include, but are not limited to No value	
		Reading List Broude, Norma and Mary D. Garrard, eds. "Reclaiming Female Agency: Feminist Art History after Postmodernism." Berkeley: University of California Press, 2005.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Evaluate methods of interpretation in relation to the analysis of women and the visual arts • Analyze theoretical issues relative to gender in humanistic and post-structuralist contexts relative to the visual arts • Assess the contributions of women artists throughout history • Examine social constraints unique to women artists, including exclusion from educational institutions and impediments to professional practice as a result of traditional perceptions of gender roles • Analyze representations of women, exploring historical and ongoing objectification of women's bodies	• Explore art made by women in a diverse range of cultures and time periods, through analysis of work produced for public and private purposes. • Evaluate the social experiences of women artists, including exclusion from education or obstacles to professional practice due to systems of patriarchy or traditional perceptions of gender, through investigation of historical and current practices of training and career development. • Analyze representations of women in art in a diverse range of cultures and time periods, through exploration of patterns of, or resistance to, objectification. • Evaluate methods of interpretation relative to the study of women and the visual arts, through analysis of feminist art history and its legacies; traditional and emerging art historical methods; and critical theory.



CSLOs

CSLOs Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.

Expected SLO Performance 0.0

CSLOs Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.

Expected SLO Performance 0.0

CSLOs Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting of works of art.

Expected SLO Performance 0.0

CSLOs Students will investigate different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of original art objects.

Expected SLO Performance 0.0

CSLOs Analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function.

Expected SLO Performance 0.0

CSLOs Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.

Expected SLO Performance 0.0

CSLOs Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art.

Expected SLO Performance 0.0

CSLOs Investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.

Expected SLO Performance 0.0

Changed	Field	Current Version	Proposed Version
		CSLOs Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting of works of art.	CSLOs Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting of works of art.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Students will investigate different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of original art objects.	CSLOs Students will investigate different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of original art objects.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	- Evaluate methods of interpretation in relation to the analysis of women and the visual arts - Images, objects, and works of architecture as primary sources - Texts as primary sources - Methods of analysis - Feminism - Gender analysis - Queer theory - Psychoanalysis - Postcolonial theory and colonial discourse analysis - Marxism and World-Systems theory - Eco-criticism and the environment - Material culture - Analyze theoretical issues relative to gender in humanistic and post-structuralist contexts relative to the visual arts - Humanism and gender - The concept of genius - The "masterpiece" - Authorship - Roles of patrons - Roles of biographers - Post-structuralism and women artists - Social status and classism - Ethnicity and racism - Gender and sexism - Assess the contributions of women artists throughout history - The professionalization of women artists - Women artists as non-professional producers - Women and patronage - Women artists as activists and educators - Examine social constraints unique to women artists, including exclusion from educational institutions and impediments to professional practice as a result of traditional perceptions of gender roles - Education - Workshop practices - Guild systems - Master/apprentice training - Art academies - Marriage and family	- Explore art made by women in a diverse range of cultures and time periods, through analysis of work produced for public and private purposes. - Art for civic, institutional, or public use - Art for devotional, familial, or private use - Art made for personal use by artists - Evaluate the social experiences of women artists, including exclusion from education or obstacles to professional practice due to systems of patriarchy or traditional perceptions of gender, through investigation of historical and current practices of training and career development. - Gendered stereotypes of artistic production - Traditional biography and histories of the male genius - Pseudoscience and perceived limitations of female creativity - Training - Apprenticeship and production of the "masterpiece" - Art academies - Community-trained or self-taught artists - Lives of women artists - Within domestic contexts - Within institutional contexts - In collaboration with other artists - In relation to patrons - As activists or educators - As craftswomen, from cottage industry to radical practice - Analyze representations of women in art in a diverse range of cultures and time periods, through exploration of patterns of, or resistance to, objectification. - Ideal beauty and heteronormative desire - The female nude and the male gaze

Changed	Field	Current Version	Proposed Version
		1. Domestic partnerships vs. traditional gender roles 2. Motherhood and art making 3. The Body - Transgender artists - Pseudo-science and misperceptions about female creativity 5. Analyze representations of women, exploring historical and ongoing objectification of women's bodies - Ideal beauty and heteronormative male desire - The female nude - Elite patronage and erotic art - Imperialism and exoticism - Power and powerlessness - Roles of women as "history" subjects - Women and political portraiture - Behavior and morality - Goddesses, saints, and female virtue - The repentant sinner	2. The body in queer and transgender art 3. The body as medium in feminist art 2. Power and powerlessness, privilege and oppression - Roles for women in religious, literary, and historical imagery - Women and political portraiture - Imperialism, exoticism, and the odalisque 3. Behavior and morality - Female virtue - Female vice 4. Evaluate methods of interpretation relative to the study of women and the visual arts, through analysis of feminist art history and its legacies; traditional and emerging art historical methods; and critical theory. - Legacies of feminist art history - Feminist art history - Gender analysis - Transfeminist art history - Uses of traditional and emerging art historical methods - Formal analysis - Stylistic analysis - Iconography, iconology, and semiotics - Ecocritical art history - Critical theory - Intersectional feminist theory - Marxist art history and material culture studies - Critical race art history - Postcolonial and colonial discourse theories - Decolonization and self-determination studies
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the cross-listed course(s).)	(Not open to students with credit in the cross-listed course(s).)
	Limitation(s) on Enrollment - Other:	(Also listed as WMST D03C.)	(Also listed as WMST D03C.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment C3: Written discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignment C2: Written analysis or research paper based on observation and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation
	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	Assignment A1: Image presentation for visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation; Assignment A2: Image presentation for historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used; and Assignment A3: Image presentation for thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception

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
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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
	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	Outline D: Evaluate methods of interpretation relative to the study of women and the visual arts, through analysis of feminist art history and its legacies; traditional and emerging art historical methods; and critical theory.
!	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 B: Oral, written, or collaborative discussion or reflection responses to determine understanding of key ideas relative to works of art and texts.
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments A1: Visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation.

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	Assignment B2: Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays.
	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	Assignment A2: Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used.
	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 D: Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

Comments

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

Changed	Questions	Current Version	Proposed Version
	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)	ARTS 003TC; WMST 003C	ARTS 003TC; WMST 003C
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Cross-listed	Cross-listed
	Cross-Listed/Related Course ID's	ARTS 3TC (P); WMST 3C (C)	ARTS 3TC (P); WMST 3C (C)
	DL Approval Date (MM/DD/YYYY)	11/12/2019	06/16/2026

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	11/12/2019	06/16/2026
	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). -mkct	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

Comments

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

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	

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.

While the Heilbrunn Timeline of Art History is a suitable OER supplemental resource for this course, it is not offered as a substitute for the primary text or references. Individual faculty members determine texts and course materials, which may include OER and ZTC options.

3/26/2026 Specifications Examples of Primary Texts and References Required

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.

			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.	
3/26/2026	Specifications	Examples of Primary Texts and References	Required	The "DEI Review" statement has been revised in response to the suggestion.
			Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; 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, let me know in the Initiator response box.	
3/26/2026	Specifications	Assignments	Required	Assignment "C2" has been revised in response to the suggestion.

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 yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box. Method of Evaluation "B" has been revised in response to the suggestion.
	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

Changed Questions Current Version Proposed Version



Stage 8:
SLO
Coordinator

No
Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/25/2026	Learning Outcomes	CSLO #1	Required	"Students will analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function." The agreement at DeAnza College is that the outcome must begin with the Bloom's Taxonomy verb: "Analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function."	Y
4/25/2026	Learning Outcomes	CSLO #3	Required	"Students will demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art." The agreement at DeAnza College is that the outcome must begin with the Bloom's Taxonomy verb: "Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art."	Y
4/25/2026	Learning Outcomes	CSLO #4	Required	"Students will investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects." The agreement at DeAnza College is that the outcome must begin with the Bloom's Taxonomy verb: "Investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects."	Y

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	ARTSD03TC
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2019 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	CCC000219383

Articulation

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Faculty Requirements	Discipline 1
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 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.)

Section	Changed field
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	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
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.
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	Mary Clark Tillman	- Elizabeth Mjelde - Natasha, Kleit
	Course ID (CB01A and CB01B)	WMSTD003C	WMSTD003C
	Course Control Number	CCC000281201	CCC000281201
	Course Title (CB02)	Women and Art	Women and Art
	Short Course Title	WOMEN & ART	WOMEN & ART

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	1001.00	1001.00 Fine Arts, General
	CIP Code	Visual and Performing Arts, General	50.0101 Visual and Performing Arts, General
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	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 history of women in relation to society and the visual arts from prehistory to the present, across a range of cultures. Obstacles faced by women artists are explored, as well as contributions made by women artists, and art in which women serve as subject matter.	In this course students analyze works of art made by women artists across a range of cultures and time periods to evaluate how women shape visual culture despite historical exclusion from education and obstacles to professional development. Applying traditional and emerging methods of art historical interpretation and critical theory, students assess the differing milieux within which women make art, and explore patterns of (and resistance to) objectification of women's bodies in art. Students produce written analysis of art based on firsthand observation.
	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	No value

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 a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the Topics in Art History series, introducing students to the practice of art history through analysis of representations of women as well as imagery produced by historical and contemporary women artists.	This course is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the Topics in Art History series, introducing students to the practice of art history through analysis of representations of women as well as imagery produced by historical and contemporary women artists.

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 <u>Yes - complete the cross-listed form</u>

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	

DEI Review			

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>All aspects of this course were reviewed and updated to reflect values and practices of diversity, equity, and inclusion. For example, primary texts and references represent diverse authors, voices, and perspectives; offer clear and accessible explanation; and explore current debates in the field of art history that are relevant to students.</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	No value	

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed Field

Current Version

Proposed Version

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** Art History for Transfer

**Award
Type** Associate in Arts for Transfer
(A.A.-T.) Degree

**Associated
Program** Art History for Transfer

**Award
Type** Associate in Arts for Transfer
(A.A.-T.) Degree

**Associated
Program** Art History for Transfer (In
Development)

**Award
Type** Associate in Arts for Transfer
(A.A.-T.) Degree

**Associated
Program** Art History for Transfer (In
Development)

**Award
Type** Associate in Arts for Transfer
(A.A.-T.) Degree

**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)

Changed Field

Current Version

Proposed Version

Associated Program Global Studies

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

Associated Program Global Studies

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

Associated Program Global Studies

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

Associated Program Global Studies

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

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 Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Social Justice Studies: General Studies for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Social Justice Studies: General Studies for Transfer

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)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Women's Studies	Associated Program Women's Studies
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)

Transferability & Gen. Ed. Options															
Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> - CA3A - Approved. - CA4X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	- CA3A - Approved. - CA4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> - CA3A - Approved. - CA4X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	- CA3A - Approved. - CA4X - Approved.	-	No value
System/Institution	Cal-GETC														
Area(s)	- CA3A - Approved. - CA4X - Approved.														
-	No value														
System/Institution	Cal-GETC														
Area(s)	- CA3A - Approved. - CA4X - Approved.														
-	No value														
		<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. 2G4X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved. 2G4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. 2G4X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved. 2G4X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	2G3X - Approved. 2G4X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G3X - Approved. 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
	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

Changed	Field	Current Version	Proposed Version
	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.

Changed	Field	Current Version	Proposed Version
	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 of assigned reading
In-class essays
In-class exploration of Internet sites
Field observation and field trips
Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction

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

Changed	Field	Current Version	Proposed Version
	Assignments	1. Reading assignments 1. Assigned readings of primary and secondary sources 2. Supplementary readings for research and visual analysis papers 2. Written assignments 1. A research paper requiring analysis of primary and secondary sources 2. A visual analysis paper requiring analysis of original works of art 3. Collaborative group work	1. Image presentations 1. Visual evaluation, requiring formal and stylistic analysis, critical theory, and additional methods of interpretation 2. Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used 3. Thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception 2. Readings 1. Primary source documents 2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays 3. Instructor-authored material 3. Writing 1. Written (or partially-written) midterm and final exams 2. Analysis or research paper based on selection, observation, and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation 3. Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation Methods of Evaluation 1. Quizzes which may include objective, short answer, and/or essay questions to determine engagement in visual, historical, and thematic evaluation of art and texts (primary and secondary sources). 2. Oral, written, or collaborative discussion or reflection responses shaped and demonstrated by faculty to determine understanding of key ideas relative to works of art and texts. 3. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills. 4. Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

Changed	Field	Current Version	Proposed Version
		Methods of Evaluation 1. Midterm and final exams, including both of the following formats: objective questions identifying works of art and their respective artists, historical periods, dates, and media, and/or "short answer" questions; and written essays requiring analysis of works of art in conjunction with works discussed by students in class, and in response to assigned readings, including application of primary source documents and secondary written sources. 2. At least one written assignment, comprised of a term paper which requires visual analysis of original works of art (or architecture) contextualized in relation to works of art (or architecture) discussed by students in class. The paper will be evaluated on the basis of any or all of the following: student analysis of physical condition and technical production of art objects; implementation of formal and stylistic analysis; interpretation of subject matter; consideration of the gender, ethnicity, and social status of artists (or architects and/or patrons); and analysis of the	

Changed Field

Current Version

Proposed Version

function and meaning
of the work in society.



**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- Lecture room with dimmable lighting and highest-quality laser projector (Christie 4K7-HS or equivalent) and DVD/Blu-ray deck

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>Chadwick, Whitney. "Women, Art, and Society, fifth edition." London: Thames and Hudson, 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	Chadwick, Whitney. "Women, Art, and Society, fifth edition." London: Thames and Hudson, 2012.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Women, Art, and Society.</td></tr><tr><td>Author</td><td>Chadwick, Whitney.</td></tr><tr><td>Publisher</td><td>London: Thames & Hudson.</td></tr><tr><td>Date/Edition</td><td>2020, sixth edition</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Women, Art, and Society.	Author	Chadwick, Whitney.	Publisher	London: Thames & Hudson.	Date/Edition	2020, sixth edition	ISBN	No value
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		<table><tr><td>Title</td><td>A World of Our Own: Women Artists Against the Odds.</td></tr><tr><td>Author</td><td>Borzello, Frances.</td></tr><tr><td>Publisher</td><td>London: Thames & Hudson.</td></tr><tr><td>Date/Edition</td><td>2024</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	A World of Our Own: Women Artists Against the Odds.	Author	Borzello, Frances.	Publisher	London: Thames & Hudson.	Date/Edition	2024	ISBN	No value											
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		<table><tr><td>Title</td><td>Art and Feminisms: Histories, Methods, and Legacies.</td></tr><tr><td>Author</td><td>Silver, Erin, ed.</td></tr><tr><td>Publisher</td><td>Abingdon, Oxfordshire: Routledge</td></tr><tr><td>Date/Edition</td><td>2026</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Art and Feminisms: Histories, Methods, and Legacies.	Author	Silver, Erin, ed.	Publisher	Abingdon, Oxfordshire: Routledge	Date/Edition	2026	ISBN	No value											
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		<table><tr><td>Title</td><td>The Guerilla Girls Bedside Companion to the History of Western Art.</td></tr><tr><td>Author</td><td>Guerrilla Girls.</td></tr><tr><td>Publisher</td><td>London: Penguin Books.</td></tr><tr><td>Date/Edition</td><td>1998</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	The Guerilla Girls Bedside Companion to the History of Western Art.	Author	Guerrilla Girls.	Publisher	London: Penguin Books.	Date/Edition	1998	ISBN	No value											
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		<table><tr><td>Title</td><td>Women Artists in their Own Words.</td></tr><tr><td></td><td></td></tr></table>	Title	Women Artists in their Own Words.																			
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Changed Field

Current Version

Proposed Version

Author Samet, Jennifer and
Eleanor Walker.

Publisher London: Merrell
Publishers

Date/Edition 2025

ISBN No value

**Suggested
Reading List**

No value

Reading List Cherry, Deborah and Janice Helland. "Local/Global: Women Artists in the Nineteenth Century." Aldershot, Hampshire: Ashgate Publishing Limited, and Burlington, Vermont: Ashgate Publishing Company, 2016.

May include, but are not limited to No value

Reading List Broude, Norma and Mary D. Garrard, eds. "The Expanding Discourse: Feminism and Art History." New York: Harper and Row, Publishers, 1992.

May include, but are not limited to No value

Reading List Farrington, Lisa. "Creating Their Own Image: The History of African American Women Artists." Oxford and London: Oxford University Press, 2004.

May include, but are not limited to No value

Reading List Greer, Germaine. "The Obstacle Race: The Fortunes of Women Painters and Their Work." New York: Farrar Straus Giroux, 1979.

May include, but are not limited to

Reading List McMahon, Marci R. "Domestic Negotiations: Gender, Nation, and Self-Fashioning in U.S. Mexicana and Chicana Literature and Art." New Brunswick, NJ: Rutgers University Press, 2013.

May include, but are not limited to

Reading List hooks, bell. "Art on My Mind: Visual Politics." New York: The New Press, 1995.

May include, but are not limited to

Reading List Gopinath, Gayatri. "Unruly Visions: The Aesthetic Practices of Queer Diaspora." Durham: Duke University Press, 2018.

May include, but are not limited to

Reading List Kim-Renard, Young-Kay. "Creative Women of Korea: The Fifteenth through the Twentieth Centuries." New York: M.E. Sharpe, 2003.

May include, but are not limited to No value

Reading List Kintanar, Thema B. "Self-Portraits: Twelve Filipina Artists Speak." Manila: Ataneo de Manila University Press, 2000.

May include, but are not limited to No value

Reading List Kitch, Carolyn. "The Girl on the Magazine Cover: The Origins of Visual Stereotypes in American Mass Media." Chapel Hill, NC: University of North Carolina Press, 2001.

May include, but are not limited to No value

Reading List Frostiq, Karen, and Kathy A. Halamka. "Blaze: Discourse on Art, Women and Feminism." Newcastle: Cambridge Scholars Publishing, 2009.

May include, but are not limited to No value

Reading List Lewis, Reina. "Gendering Orientalism: Race, Femininity, and Representation." London and New York: Routledge, 1996.

May include, but are not limited to No value

Reading List Arnett, Paul et al. "Gee's Bend: The Architecture of the Quilt." Atlanta, GA: Tinwood Books, 2006.

May include, but are not limited to No value

Reading List Nochlin, Linda. "Women, Art, and Power and Other Essays." New York: Harper and Row, 1988.

May include, but are not limited to No value

Reading List Reckitt, Helena and Peggy Phelan. "Art and Feminism." London and New York: Phaidon Press, 2012.

May include, but are not limited to No value

Reading List Urbanelli, Elisa, ed. "The Sculpture of Ruth Asawa: Contours in the Air." Berkeley: University of California Press, 2006.

May include, but are not limited to No value

Reading List "Cheers to Muses: Contemporary Works by Asian American Women." San Francisco: Asian American Women Artists Association, 2007.

May include, but are not limited to No value

Reading List Brodsky, Judith, et al. "The Fertile Crescent: Gender, Art, and Society." New Brunswick, NJ: Rutgers University Press, 2012.

May include, but are not limited to No value

Reading List Pollock, Griselda. "Vision and Difference: Femininity, Feminism and the Histories of Art, third edition." London: Routledge, 2003.

May include, but are not limited to No value

Reading List Robinson, Hilary, ed.
"Feminism Art Theory: An Anthology, 1968-2014, second edition." Chichester, West Sussex and Malden, MA: Wiley Blackwell, 2015.

May include, but are not limited to No value

Reading List St. Gaudens, Maurine.
"Emerging from the Shadows: Women Artists Working in California, 1860-1960." Four volumes. Atglen, PA: Schiffer, 2015.

May include, but are not limited to No value

Reading List Wallace, Michele. "Dark Designs and Visual Culture." Durham, NC: Duke University Press, 2004.

May include, but are not limited to No value

Reading List Waller, Susan. "Women Artists in the Modern Era: A Documentary History." Metuchen, NJ: Scarecrow Press, 1991.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		Reading List Reilly, Maura and Linda Nochlin. "Global Feminisms: New Directions in Contemporary Art." London and New York: Merrell Publishers, 2007.	
		May include, but are not limited to No value	
		Reading List Broude, Norma and Mary D. Garrard, eds. "Reclaiming Female Agency: Feminist Art History after Postmodernism." Berkeley: University of California Press, 2005.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Evaluate methods of interpretation in relation to the analysis of women and the visual arts • Analyze theoretical issues relative to gender in humanistic and post-structuralist contexts relative to the visual arts • Assess the contributions of women artists throughout history • Examine social constraints unique to women artists, including exclusion from educational institutions and impediments to professional practice as a result of traditional perceptions of gender roles • Analyze representations of women, exploring historical and ongoing objectification of women's bodies	• Explore art made by women in a diverse range of cultures and time periods, through analysis of work produced for public and private purposes. • Evaluate the social experiences of women artists, including exclusion from education or obstacles to professional practice due to systems of patriarchy or traditional perceptions of gender, through investigation of historical and current practices of training and career development. • Analyze representations of women in art in a diverse range of cultures and time periods, through exploration of patterns of, or resistance to, objectification. • Evaluate methods of interpretation relative to the study of women and the visual arts, through analysis of feminist art history and its legacies; traditional and emerging art historical methods; and critical theory.



CSLOs

CSLOs	Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.
Expected SLO Performance	0.0

CSLOs	Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.
Expected SLO Performance	0.0

CSLOs	Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting of works of art.
Expected SLO Performance	0.0

CSLOs	Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting of works of art.
Expected SLO Performance	0.0

CSLOs	Students will analyze the social experiences of artists, evaluating relationships between artists and those who train, commission, or support them as a defining factor in artistic production and function.
Expected SLO Performance	0.0

CSLOs	Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.
Expected SLO Performance	0.0

CSLOs	Students will demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art.
Expected SLO Performance	0.0

CSLOs	Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting of works of art.
Expected SLO Performance	0.0

Changed	Field	Current Version	Proposed Version
		CSLOs Students will investigate different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of original art objects.	CSLOs Students will investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Students will investigate different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of original art objects.	CSLOs Students will investigate different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of original art objects.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	- Evaluate methods of interpretation in relation to the analysis of women and the visual arts - Images, objects, and works of architecture as primary sources - Texts as primary sources - Methods of analysis - Feminism - Gender analysis - Queer theory - Psychoanalysis - Postcolonial theory and colonial discourse analysis - Marxism and World-Systems theory - Eco-criticism and the environment - Material culture - Analyze theoretical issues relative to gender in humanistic and post-structuralist contexts relative to the visual arts - Humanism and gender - The concept of genius - The "masterpiece" - Authorship - Roles of patrons - Roles of biographers - Post-structuralism and women artists - Social status and classism - Ethnicity and racism - Gender and sexism - Assess the contributions of women artists throughout history - The professionalization of women artists - Women artists as non-professional producers - Women and patronage - Women artists as activists and educators - Examine social constraints unique to women artists, including exclusion from educational institutions and impediments to professional practice as a result of traditional perceptions of gender roles - Education - Workshop practices - Guild systems - Master/apprentice training - Art academies - Marriage and family	- Explore art made by women in a diverse range of cultures and time periods, through analysis of work produced for public and private purposes. - Art for civic, institutional, or public use - Art for devotional, familial, or private use - Art made for personal use by artists - Evaluate the social experiences of women artists, including exclusion from education or obstacles to professional practice due to systems of patriarchy or traditional perceptions of gender, through investigation of historical and current practices of training and career development. - Gendered stereotypes of artistic production - Traditional biography and histories of the male genius - Pseudoscience and perceived limitations of female creativity - Training - Apprenticeship and production of the "masterpiece" - Art academies - Community-trained or self-taught artists - Lives of women artists - Within domestic contexts - Within institutional contexts - In collaboration with other artists - In relation to patrons - As activists or educators - As craftswomen, from cottage industry to radical practice - Analyze representations of women in art in a diverse range of cultures and time periods, through exploration of patterns of, or resistance to, objectification. - Ideal beauty and heteronormative desire - The female nude and the male gaze

Changed	Field	Current Version	Proposed Version
		1. Domestic partnerships vs. traditional gender roles 2. Motherhood and art making 3. The Body - Transgender artists - Pseudo-science and misperceptions about female creativity 5. Analyze representations of women, exploring historical and ongoing objectification of women's bodies - Ideal beauty and heteronormative male desire - The female nude - Elite patronage and erotic art - Imperialism and exoticism - Power and powerlessness - Roles of women as "history" subjects - Women and political portraiture - Behavior and morality - Goddesses, saints, and female virtue - The repentant sinner	2. The body in queer and transgender art 3. The body as medium in feminist art 2. Power and powerlessness, privilege and oppression - Roles for women in religious, literary, and historical imagery - Women and political portraiture - Imperialism, exoticism, and the odalisque 3. Behavior and morality - Female virtue - Female vice 4. Evaluate methods of interpretation relative to the study of women and the visual arts, through analysis of feminist art history and its legacies; traditional and emerging art historical methods; and critical theory. - Legacies of feminist art history - Feminist art history - Gender analysis - Transfeminist art history - Uses of traditional and emerging art historical methods - Formal analysis - Stylistic analysis - Iconography, iconology, and semiotics - Ecocritical art history - Critical theory - Intersectional feminist theory - Marxist art history and material culture studies - Critical race art history - Postcolonial and colonial discourse theories - Decolonization and self-determination studies
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the cross-listed course(s).)	(Not open to students with credit in the cross-listed course(s).)
	Limitation(s) on Enrollment - Other:	(Also listed as ARTS D03TC.)	(Also listed as ARTS D03TC.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment C3: Written discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignment C2: Written analysis or research paper based on observation and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation
	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	Assignment A1: Image presentation for visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation; Assignment A2: Image presentation for historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used; and Assignment A3: Image presentation for thematic evaluation, requiring intra-, inter-, and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception

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
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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
	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	Outline D: Evaluate methods of interpretation relative to the study of women and the visual arts, through analysis of feminist art history and its legacies; traditional and emerging art historical methods; and critical theory.
!	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 B: Oral, written, or collaborative discussion or reflection responses to determine understanding of key ideas relative to works of art and texts.
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments A1: Visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation.

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	Assignment B2: Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays.
	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	Assignment A2: Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used.
	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 D: Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

Comments

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

Changed	Questions	Current Version	Proposed Version
	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)	ARTS 003TC; WMST 003C	ARTS 003TC; WMST 003C
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Cross-listed	Cross-listed
	Cross-Listed/Related Course ID's	ARTS 3TC (P); WMST 3C (C)	ARTS 3TC (P); WMST 3C (C)
	DL Approval Date (MM/DD/YYYY)	11/12/2019	06/16/2026

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	11/12/2019	06/16/2026
	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). -mkct	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	attach a form

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	

3/26/2026	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. While the Heilbrunn Timeline of Art History is a suitable OER supplemental resource for this course, it is not offered as a substitute for the primary text or references. Individual faculty members determine texts and course materials, which may include OER and ZTC options.

			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.	
3/26/2026	Specifications	Examples of Primary Texts and References	Required	The "DEI Review" statement has been revised in response to the suggestion.
			Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; 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, let me know in the Initiator response box.	
3/26/2026	Specifications	Assignments	Required	Assignment "C2" has been revised in response to the suggestion.

Changed	Questions	Current Version	Proposed Version
		3/26/2026	Specifications Methods of Evaluation Required
			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.
	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	WMSTD003C
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2019 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	CCC000281201

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

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
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
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 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)

Section	Changed field
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 8: SLO Coordinator
Course Justification	Course Justification
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 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	Mary Clark Tillman	Elizabeth Mjelde
	Course ID (CB01A and CB01B)	ARTSD03TE	ARTSD03TE
	Course Control Number	CCC000070553	CCC000070553
❗	Course Title (CB02)	Today's Art Scene	~~Today's Art Scene~~ <u>Contemporary Art</u>
	Short Course Title	TODAY'S ART SCENE	TODAY'S ART SCENE
	TOP Code (CB03)	1001.00	1001.00 Fine Arts, General
	CIP Code	Visual and Performing Arts, General	50.0101 Visual and Performing Arts, General
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
❗	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	Course Description	This course focuses on the issues and challenges facing today's working artists. Topics include the roots of international contemporary art, technological influences on current art practices, and the essential components for assembling a dynamic portfolio presentation.	In this course students analyze contemporary art and architecture produced from the 1960s to the present in North American, European, and global contexts. Applying traditional and emerging methods of art historical interpretation, students demonstrate visual literacy and critical thinking skills while exploring key themes of contemporary art, evaluating the production, display, and reception of works of art and architecture in relation to ideas, social issues, and historical as well as recent events. Students also write analysis of art based on firsthand observation.
	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

Changed	Field	Current Version	Proposed Version
	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 a general education requirement for De Anza and Cal-GETC. It focuses on the issues and challenges facing today’s working artists. It contributes to the fulfillment of elective requirements for the Associate of Arts in Art History Degree.	This course meets a general education requirement for De Anza and Cal-GETC. It ~~focuses on~~ <u>is UC and CSU transferable. It introduces students to the issues- practice of art history through examination of a diverse range of images, objects, and challenges facing today's working artists- works of architecture produced from the 1960s to the present.</u> It contributes to the fulfillment of elective requirements for the Associate of Arts in Art History Degree.

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>All aspects of this course were reviewed and updated to reflect values and practices of diversity, equity, and inclusion. For example, primary texts and references represent diverse authors, voices, and perspectives; offer clear and accessible explanation; and explore current debates in the field of art history that are relevant to students.</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

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	No value	

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

Associated Programs			

Changed	Field	Current Version		Proposed Version	
	Course is part of a program	Associated Program	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	Art History for Transfer	Associated Program	Art History 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	Art History for Transfer (In Development)	Associated Program	Art History 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
		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	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

Changed	Field	Current Version	Proposed Version				
		<table><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Award Type	Associate in Arts (A.A.) Degree	<table><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Award Type	Associate in Arts (A.A.) Degree
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		<table><tr><td>Associated Program</td><td>Sculpture</td></tr></table>	Associated Program	Sculpture	<table><tr><td>Associated Program</td><td>Sculpture</td></tr></table>	Associated Program	Sculpture
Associated Program	Sculpture						
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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	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3A - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3A - Approved.	-	No value
System/Institution	Cal-GETC														
Area(s)	CA3A - Approved.														
-	No value														
System/Institution	Cal-GETC														
Area(s)	CA3A - Approved.														
-	No value														
		<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Changed	Field	Current Version	Proposed Version
!	Assignments	1. Required reading assignments of primary and secondary sources 2. Written assignments 1. Those taking the class with emphasis in studio art will complete one paper of four to six pages in length requiring analysis of original works of art and primary and secondary sources contextualized in relation to works of art discussed by students in class. 2. Those taking the class with emphasis in art history will complete two papers of four to six pages in length as well as a final exam requiring analysis of original works of art and primary and secondary sources contextualized in relation to works of art (or architecture) discussed by students in class.	1. Image presentations 1. Visual evaluation, requiring formal and stylistic analysis, critical theory, and additional methods of interpretation 2. Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art is created and used 3. Thematic evaluation, requiring intra-, inter-, and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception 2. Readings 1. Primary source documents 2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays 3. Instructor-authored material 3. Writing 1. Written (or partially-written) midterm and final exams 2. Analysis or research paper based on selection, observation, and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation 3. Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas
!	Methods of Evaluation	Methods of Evaluation Methods of Evaluation 1. Written analysis of primary and secondary source readings to demonstrate synthesis of ideas. 2. In-class discussion and participation, during which the student's analytical skills in any or all of the following areas will be evaluated: analysis of the technical production of art objects; implementation of formal and stylistic analysis; interpretation of subject matter; consideration of the gender, ethnicity, and social status of artists and/or patrons; and analysis of the function and meaning of the work in society. 3. Final exam or final project demonstrating analysis and interpretation of original works of art and synthesis of primary and secondary sources.	Methods of Evaluation Methods of Evaluation 1. Quizzes which may include objective, short answer, and/or essay questions to determine engagement in visual, historical, and thematic evaluation of art and texts (primary and secondary sources). 2. Oral, written, or collaborative discussion or reflection responses shaped and demonstrated by faculty to determine understanding of key ideas relative to works of art and texts. 3. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills. 4. Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • Lecture room with dimmable lighting and highest-quality laser projector (Christie 4K7-HS or equivalent) and DVD/Blu-ray deck



Examples of Primary
Texts and References

Title	No value
Author	Robertson, Jean and Craig McDaniel. "Themes of Contemporary Art: Visual Art after 1980, fourth edition." Oxford and New York: Oxford University Press, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Themes of Contemporary Art: Visual Art after 1980.
Author	Robertson, Jean, Craig McDaniel, and Scott Contreras-Koterbay.
Publisher	Oxford: Oxford University Press.
Date/Edition	2021, fifth edition
ISBN	No value

Title	Biennials, Triennials, and Documenta: The Exhibitions that Created Contemporary Art.
Author	Gardner, Anthony and Charles Green.
Publisher	Hoboken, New Jersey: Wiley-Blackwell.
Date/Edition	2016
ISBN	No value

Title	Marking Time: Art in the Age of Mass Incarceration.
Author	Fleetwood, Nicole R.
Publisher	Cambridge, MA: Harvard University Press.
Date/Edition	2020
ISBN	No value

Title	The Body in Contemporary Art.
Author	O'Reilly, Sally.
Publisher	London: Thames & Hudson.
Date/Edition	2025
ISBN	No value

Title	Art and Activism in the Twenty-First Century.
Author	Shiple, Lesley, and Mey-Yen Moriuchi, eds.
Publisher	Abingdon, Oxfordshire: Routledge.
Date/Edition	2024
ISBN	No value



Suggested Reading List

No value

Reading List Machida, Margo. "Unsettled Visions: Contemporary Asian American Artists and the Social Imaginary." Duke. 2008.

May include, but are not limited to No value

Reading List Abbing, Hans. "Why Are Artists Poor?: The Exceptional Economy of the Arts". Amsterdam University Press, 2002.

May include, but are not limited to No value

Reading List Enwezor, Okwui. "Contemporary African Art Since 1980." Routledge, 2009.

May include, but are not limited to No value

Reading List Adorno, Theodor. "The Culture Industry". Routledge, 2nd ed., 2001.

May include, but are not limited to No value

Reading List Anderson, Chris. "The Long Tail: Why the future of business is selling less of more". Hyperion, 2006.

May include, but are not limited to No value

Reading List Hashimi, Salimi and Moshin Hamid. "Hanging Fire: Contemporary Art from Pakistan." The Asia Society Museum, 2009.

May include, but are not limited to No value

Reading List Harris, Jonathan. "Identity Theft: The Cultural Colonization and Contemporary Art." Liverpool University Press, 2009.

May include, but are not limited to No value

Reading List Weintraub, Linda. "What's Next: Eco Materialism and Contemporary Art." Bristol and Chicago: Intellect, 2018.

May include, but are not limited to No value

Reading List Ault, Julie. "Art Matters: How the Culture Wars Changed America". NYU Press, 2000.

May include, but are not limited to No value

Reading List Becker, Carol. "The Subversive Imagination: Artists, Society and Social Responsibility". Routledge, 1994.

May include, but are not limited to No value

Reading List Ward, Ossian. "Ways of Looking: How to Experience Contemporary Art." London: Lawrence King Publishing, Ltd., 2016.

May include, but are not limited to No value

Reading List Benedetii, Paul and Nancy Dehart. "Forward through the Rearview Mirror: Reflections on and by Marshall McLuhan". Cambridge, MA: MIT Press, 1997.

May include, but are not limited to No value

Reading List Bernstein, Bruce and Gerald McNaster. "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

Reading List An, Kyung and Jessica Cerasi. "Who's Afraid of Contemporary Art?" London: Thames and Hudson, 2017.

May include, but are not limited to No value

Reading List Broude, Norma and Mary D. Garrard. "The Power of Feminist Art". New York: Harry N. Abrams, Inc., 1994.

May include, but are not limited to No value

Reading List Conal, Robbie and Howard Zinn. "Artburn". RDV Books, 2003.

May include, but are not limited to No value

Reading List Reilly, Maura and Lucy Lippard. "Curatorial Activism: Towards an Ethics of Curating." London: Thames and Hudson, 2018.

May include, but are not limited to No value

Reading List Chaplain, Heather and Aaron Ruby, eds. "Smart Bomb: The Quest for Art, Entertainment and Big Bucks in the Videogame Revolution." Algonquin, 2005.

May include, but are not limited to No value

Reading List Crimp, Douglas and Adam Rolson. "AIDS Demo Graphics." Seattle: Bay Press, 1990.

May include, but are not limited to No value

Reading List Foster, Hal et al. "Art Since 1900, third edition." London: Thames and Hudson, 2016.

May include, but are not limited to No value

Reading List Faux, Jeff. "Global Class War: How America's Bipartisan Elite Lost Our Future And What It Will Take to Win It Back." Wiley, 2006.

May include, but are not limited to No value

Reading List Gabler, Neal. "Life: The Movie: How Entertainment Conquered Reality." Vintage, 2000.

May include, but are not limited to No value

Reading List Ganz, Nicholas. "Graffiti World." Abrams, 2004.

May include, but are not limited to No value

Reading List Ganz, Nicholas. "Graffiti Women." Abrams, 2005.

May include, but are not limited to No value

Reading List Gee, James Paul. "What Video Games Have to Teach Us About Learning and Literacy." Palgrave, 2003.

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	- Examine concepts of the contemporary artist, exploring the different roles assigned to artists by society - Analyze and define the concept of the "art world" in twentieth century art history, and the relationship of contemporary artists to the individuals and institutions which comprise the art world - Explore aspects of society in relation to artistic production, addressing issues of privilege and oppression, public and private art, the environment, and spirituality - Discuss differences and similarities between concepts of the artist, the art world, and society in a western context in juxtaposition to similar concepts in non-European societies - Examine how new media technology continues to influence and alter the global definition of art and in turn, how it is interpreted by an international public. - Identify the many ways to apply their training in today's dynamic "art world" - Demonstrate an understanding of the various types of portfolios used by professional artists in different disciplines - Research and develop themes and concepts related to course material in assigned projects as well as written assignments - Demonstrate an understanding of various visual arts media through application in assigned projects and demonstrate an understanding of various contemporary methods of interpretation and analysis through application in written assignments - Utilize critical thinking skills in the analysis of one's visual and written work, as well as the work of other students	- Explore contemporary art and architecture in a diverse range of cultures through analysis of work made for public and private purposes. - Analyze contemporary art and architecture through investigation of key themes. - Evaluate aesthetic, technological, social, political, and economic factors that coincided with, shaped, or were shaped by the production and reception of contemporary art and architecture. - Apply theoretical approaches to the study of contemporary art and architecture through analysis of traditional and emerging art historical methods as well as critical theory.

Changed	Field	Current Version	Proposed Version								
!	CSLOs	<table><tr><td>CSLOs</td><td>Develop concepts related to course material in Arts 3TE through various projects as well as written assignments.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Develop concepts related to course material in Arts 3TE through various projects as well as written assignments.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Analyze the social experiences of artists, evaluating relationships between artists and those who train, commission or support them as a defining factor in artistic production and function.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Analyze the social experiences of artists, evaluating relationships between artists and those who train, commission or support them as a defining factor in artistic production and function.	Expected SLO Performance	0.0
		CSLOs	Develop concepts related to course material in Arts 3TE through various projects as well as written assignments.								
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		Expected SLO Performance	0.0								
		<table><tr><td>CSLOs</td><td>Apply critical thinking skills when critiquing projects from a global perspective.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Apply critical thinking skills when critiquing projects from a global perspective.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art.	Expected SLO Performance	0.0
CSLOs	Apply critical thinking skills when critiquing projects from a global perspective.										
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CSLOs	Demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting art.										
Expected SLO Performance	0.0										
	<table><tr><td>CSLOs</td><td>Investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.	Expected SLO Performance	0.0						
CSLOs	Investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.										
Expected SLO Performance	0.0										

Course Outline



Course Content

1. Examine concepts of the contemporary artist, exploring the different roles assigned to artists by society
 1. The artist as individual genius
 1. Nature versus nurture
 2. The concept of originality and its meaning after conceptualism
 3. Collaborative artists
 2. The artist as art star
 1. Late-twentieth century artists and fame: Warhol and Koons
 2. Discuss "art star" and its inclusionary and exclusionary practices
 3. The artist as social activist
 1. Gendered discussions
 2. Issues of ethnicity, race, and multiculturalism
 3. Discussions of social class
 4. The artist as bearer of tradition
 1. Academicism and the contemporary artist
 2. New Media
2. Analyze and define the concept of the "art world" in twentieth century art history, and the relationship of contemporary artists to the individuals and institutions which comprise the art world
 1. The art object
 1. What is art today?
 2. The dematerialization of the art object
 3. Art and money: values assigned to art
 2. Insiders/Outsiders
 1. Who is included in the art world/acknowledged by the art world?
 2. New York as the cultural center of the universe
 3. The Business of the art world/The Art Market
 1. Art dealers and commercial galleries
 2. Art critics, curators, and historians
 4. The artist as business manager
 1. The professionalization of the art student
 2. The discipline of Art History and its relationship to artists
 5. Alternatives to the art world
 1. Co-op exhibition spaces
 2. Support networks
 3. Alternative publications
3. Explore aspects of society in relation to artistic production, addressing issues of privilege and oppression, public and private art, the environment, and spirituality
 1. Privilege and oppression
 1. The politicization of art
 2. Ethnicity, social class, and gender as content
 3. Debates and tensions surrounding content versus form
 2. Public and private art
 1. Art produced for domestic spaces
 2. Public art and its role in society
 3. The environment
 1. Land as medium
 2. Land, art, and labor: issues of class, gender, and ethnicity
 4. Spirituality
 1. Personal belief systems and art making
 2. Issues of ethics, morality, and justice in relation to contemporary art
4. Discuss differences and similarities between concepts of the artist, the art world, and society in a western context in juxtaposition to similar concepts in non-European societies
 1. Concepts of artists in relation to respective societies, such as:

1. Explore contemporary art and architecture in a diverse range of cultures through analysis of work made for public and private purposes.
 1. Functions of public art and architecture
 2. Art and architecture for private or domestic use
 3. Non-commissioned art and architecture
2. Analyze contemporary art and architecture through investigation of key themes.
 1. Places
 1. Distinctions of public and private
 2. Metropole, colony, post-colony
 3. Nature, ecologies, and climate crisis
 4. Site-specificity and installation
 5. Incarceration
 2. Memories
 1. Revisiting, recovering, or representing the past
 2. Archives and evidence
 3. Bodies
 1. Performance
 2. Figurative art: past vs. present
 3. Heteronormative, gendered, queer, and trans bodies
 4. Representation of racialized or undocumented bodies
 5. Reconceptions of beauty or ability
 4. Identities
 1. Selfhood, family
 2. Difference, otherness, and marginalization
 3. Community-engaged practices
 5. Materialities
 1. Objectness vs. dematerialization
 2. Materialism and consumerism
 3. Appropriation
 4. Hybridity and mixed media
 5. Craft in contemporary art
 6. New technologies, new processes
3. Evaluate aesthetic, technological, social, political, and economic factors that coincided with, shaped, or were shaped by the production and reception of contemporary art and architecture.
 1. Emerging technologies and materials
 1. Eco-conscious turn toward natural or sustainable materials, or reclaimed waste
 2. Digital imaging
 3. LED screens
 4. 3D printing
 5. Advanced robotics
 6. Virtual Reality
 7. Artificial intelligence
 2. Analysis of social contexts and professional structures
 1. Academic vs. non-academic formation
 2. Public vs. private patronage
 3. Museum, gallery, and cooperative exhibitions
 4. Portfolio practices as forms of artistic self-representation
 5. Impact of criticism, media, and discourse
 3. Violence, struggle, and human rights
 1. International and civil warfare
 2. Political and economic collapse
 3. Natural disaster and climate emergency
 4. Landmark court decisions and reversals
4. Apply theoretical approaches to the study of contemporary art and architecture through analysis of traditional and emerging art historical methods as well as critical theory.
 1. Uses of traditional and emerging art historical methods
 1. Formal analysis

1. Africa 2. Asia 3. Latin America 2. Concepts of "art worlds" in relation to respective societies, such as: 1. Africa 2. Asia 3. Latin America 5. Examine how new media technology continues to influence and alter the global definition of art and in turn, how it is interpreted by an international public. 1. Cellphone art 2. Cyber art 3. You Tube and other similar "easy access sharing" websites 4. Blogging as a way to gain and spread information 5. Selling art on-line 6. On-line art communities 6. Identify the many ways to apply their training in today's dynamic "art world" 1. Traditional - painter, photographer 2. Graphic designer 3. Non-traditional - colorist for film, gallery owner, non-profit organization, etc. 4. Fashion/costume designer 5. The interview process 7. Demonstrate an understanding of the various types of portfolios used by professional artists in different disciplines 1. Traditional Portfolios for 2D and 3D 2. Traditional Portfolios for Photography, Graphic design, Architecture, Fashion, Costume, Animation 3. Artist Websites - Digital Portfolios - Necessity or fashion? 4. Artist CDs and DVDs 8. Research and develop themes and concepts related to course material in assigned projects as well as written assignments 1. Research of themes and concepts 1. Library research to attain historical perspectives 2. Analysis of imagery in popular culture 3. Field interviews 2. Development of themes and concepts 1. Sketchbook exercises 2. Journal exercises 9. Demonstrate an understanding of various visual arts media through application in assigned projects and demonstrate an understanding of various contemporary methods of interpretation and analysis through application in written assignments 1. Visual arts media, such as: 1. Drawing 2. Painting 3. Mixed media/Assemblage 4. Bookmaking 5. Video collage (image production and editing) 6. Computer-aided photographic manipulation 2. Contemporary methods of interpretation, such as: 1. Feminism and Queer Studies 2. Marxism and Cultural Studies 3. Race theory 4. Formalism 10. Utilize critical thinking skills in the analysis of one's visual and written work, as well as the work of other students 1. Bases for analysis of art objects/critical essays	2. Stylistic analysis 3. Semiotics 4. Ecocritical art history 2. Critical theory 1. Feminist art history 2. Marxist art history and material culture studies 3. Critical race art history 4. Postcolonial and colonial discourse theories 5. Decolonization and self-determination studies

Changed	Field	Current Version	Proposed Version
		1. Form 2. Technique 3. Content 2. Function of the art objects/critical essays 1. Within the artist's/writer's body of work 2. Within society, including academia, the art market, and elsewhere	
	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	Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment C3: Written discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignment C2: Written analysis or research paper based on observation and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation

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	Assignment A1: Image presentation for visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation; Assignment A2: Image presentation for historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art is created and used; and Assignment A3: Image presentation for thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception

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
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

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
	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	Outline D: Evaluate theoretical approaches to the study of contemporary art and architecture through analysis of traditional and emerging art historical methods as well as critical theory.

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	Methods of Evaluation B: Oral, written, or collaborative discussion or reflection responses to determine understanding of key ideas relative to works of art and texts.
❗	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments A1: Visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation.
❗	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	Assignment B2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays.
❗	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	Assignment A2: Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used.
❗	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 D: Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

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)	ARTS 003TE	ARTS 003TE
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	11/12/2019	06/16/2026
!	Hybrid Approval Date (MM/DD/YYYY)	11/12/2019	06/16/2026
	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). -mkct	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

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	Tab	Part - Field	Type of Edit	Edit
			4/11/2026Basic Course Information	Course Description	Suggested	Consider revisions to describe the knowledge, skills, a
			4/11/2026Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and options, consider zero textbook cost (ZTC) options or initiator response box if your textbook is low cost, and
			4/11/2026Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet u If so, let me know in the Initiator response box, and co
			4/11/2026Specifications	Assignments	Suggested	Thanks for this list of assignments. Do any assignmen Initiator response box.
			4/11/2026Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide ex assignment. If not appropriate for your COR, that's fin
!	Stage 4: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit
						Edit
			04/21/26Learning Objectives	Course Objectives	Suggested	The second objective " Evaluate the social experiences of contemporary a fee33433ff411773263603046&viewType=step&fromUrl=https%3A%2F%2Fde review-filters#)makes me nervous in maintaining UC-transferability and Cal-G any mention of training or career development may make us ineligible for UC- Same issue as above; I really think you need to remove that section to avoid i i.e) Evaluate the social contexts and professional structures that shape the pr - analysis of portfolio practices as forms of artistic self-representation - study of patronage and gallery systems in shaping artistic value and visi - examination of cooperative galleries and alternative exhibition models - analysis of criticism, media, and discourse in the interpretation of artwor
			04/21/26Outline	Course Outline	Suggested	
	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	Date	Tab	Part - Field	Type of Edit
			5/1/2026	Learning Outcomes	CSLO #1	Required
						Students will analyze the social experiences of artists, evaluatir Student learning Outcome needs to begin with a Bloom's Taxor Analyze the social experiences of artists, evaluating relationship
			5/1/2026	Learning Outcomes	CSLO #2	Required
						Students will demonstrate visual literacy and critical thinking sk Student learning Outcome needs to begin with a Bloom's Taxor Demonstrate visual literacy and critical thinking skills through e
			5/1/2026	Learning Outcomes	CSLO #3	Required
						Students will investigate different techniques utilized in the proc Student learning Outcome needs to begin with a Bloom's Taxor Investigate different techniques utilized in the production of art f
	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

Changed	Field	Current Version
	Curriculum ID	ARTSD03TE
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2019 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	CCC000070553

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
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	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.)
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	DL Approval Date (MM/DD/YYYY)

Section	Changed field
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
Foothill Equivalency	Foothill Faculty Consultation Name
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	Marek Cichanski
	Course ID (CB01A and CB01B)	ASTRD004.	ASTRD004.
	Course Control Number	CCC000146529	CCC000146529
	Course Title (CB02)	Solar System Astronomy	Solar System Astronomy
	Short Course Title	SOLAR SYSTEM ASTRONOMY	SOLAR SYSTEM ASTRONOMY
	TOP Code (CB03)	1911.00	1911.00 Astronomy
	CIP Code	Astronomy	40.0201 Astronomy
	Department	ASTR - Astronomy	ASTR - Astronomy
	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course analyzes the physical principles, logic, and development of solar system astronomy from ancient times through the present. It also examines earth and sky relationships, exploration of the solar system by spacecraft and earth-based methods, similarities and differences between Earth and other planets, theories of the origin of our planetary system, and properties of other stars' planetary systems. The course includes multimedia planetarium demonstrations.	In this course, students analyze the physical principles, logic, and development of solar system astronomy from ancient times through the present. They also examine earth and sky relationships, exploration of the solar system by spacecraft and earth-based methods, similarities and differences between Earth and other planets, theories of the origin of our planetary system, and properties of other stars' planetary systems. The course includes multimedia planetarium demonstrations.
	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	Physics/Astronomy
	Discipline 2	No value	No value
	Discipline 3	No value	No value

Changed	Field	Current Version	Proposed Version
	FSA	No value	FHDA FSA - ASTRONOMY

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, and it meets the De Anza Liberal Arts Degree requirement. It is an introduction to the content, structure, and history of our solar system and their study by means of the scientific method.	This 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 the content, structure, and history of our solar system and their study by means of the scientific method.

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	<u>Geoff Mathews</u>
	Foothill Course ID	ASTR F010A	ASTR F010A
	Does the course have a Foothill equivalent?	Yes	Yes

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

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	Diversity is included in the Basic Course Information - Course Description in this way: The similarities and differences between the Earth and other planets is a major focus of the course. A modern-day course with a title like "Solar System Astronomy" consists in large part of a survey of the scientific discipline called Planetary Science. When this discipline was founded in the mid-late 20th century, it was originally called "Comparative Planetology". The first planetary scientists, as well as those working in this discipline today, seek to understand how the various bodies in the solar system are similar to (and different from) each other, and the reasons why. In short, Planetary Science is the study of the reasons for the diversity that is present in the solar system, and how one expression of this diversity - the planet Earth - produced life and formed a fit abode for all of the diversity within the human species. Diversity, Equity, and Inclusion are part of Astronomy 4's Assignments, as seen the following two sub-topics: Assignments sub-topic C: Individual or group presentation that analyzes a historical astronomical perspective of another culture, such as the Native American, Mayan, Chinese, or Egyptian. Such an analysis must discuss the effect on the daily lives of the peoples involved. Identify and discuss contemporary practical applications, if any. Assignments sub-topic F: Collaborative in-class problem-solving exercises, such as the "lecture-tutorial" and "think-pair-share" questions that have been developed and promulgated by the community of astronomy education researchers. Diversity, Equity, and Inclusion are part of Astronomy 4's Specifications - Examples of Primary Texts and References in this way: The primary text for the course is the free online textbook "Astronomy", published by the Openstax consortium. Using this text helps the College's equity work by making a free textbook available to all students. Additionally, the text describes the achievements of diverse cultures in Sections 2.2 and 2.4, "Ancient Astronomy" and "The Birth of Modern Astronomy". Diversity, Equity, and Inclusion are part of Astronomy 4's Specifications - Methods of Instruction in this way: The Methods of Instruction include "Collaborative learning and small group exercises" as well as "Collaborative projects", both of which will expose students to diverse perspectives and will enable them to engage with fellow students from diverse backgrounds. Diversity, Equity, and Inclusion are part of Astronomy 4's Specifications - Methods of Evaluation, as seen in the following sub-topic: Methods of Evaluation sub-topic C: Individual or group presentation that analyzes a historical astronomical perspective of another culture will be evaluated for clarity, accuracy, and correctness of identification of the place of that culture's perspective in the global development of astronomical ideas. Diversity, Equity, and Inclusion are part of Astronomy 4's Outline - Course Outline as seen in the following sub-topics: Outline sub-topic A.1.a through A.1.e, and sub-topics A.2 and A.3. : A1. Compare and contrast practical applications of astronomy in early cultures, including at least three from: a. Native American calendar development b. Polynesian navigation c. Chinese timekeeping and observatories d. Large calendrical structures: Anasazi, Stonehenge, Angkor Wat e. Other, such as Babylonian celestial measurement and record keeping, and 13th and 15th century astronomical observatories in Persia and Uzbekistan. A2. Evaluate and interpret theories about and measurement of the "moving stars" in selected early cultures, including Greek and African advances to 1500 AD. A3. Examine the influence of the European Renaissance and the Copernican Revolution on the development of astronomy and planetary science. Outline sub-topic F. :

Changed	Field	Current Version	Proposed Version
			<u>Compare and contrast Earth's characteristics to those of other planets and identify ways in which investigation of other worlds helps us better understand our own.</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
	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	<table><tr><td>Associated Program</td><td>Cal-GETC</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Cal-GETC</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Cal-GETC								
		Award Type	Certificate of Achievement-Advanced (COA-A)								
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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	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td>• CA5A - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	• CA5A - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td>• CA5A - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	• CA5A - Approved.	-	No value
System/Institution	Cal-GETC														
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-	No value														
		<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G5X - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G5X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G5X - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G5X - Approved.	-	No value
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-	No value														
System/Institution	De Anza GE														
Area(s)	• 2G5X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	5	5
	Lecture Hours - Out of Class	10	10
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options			
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

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

Specifications			

Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	Methods of Instruction Methods of Instruction Lecture and visual aids Planetarium demonstrations Quiz and examination review performed in class Discussion of assigned reading Collaborative projects	Methods of Instruction Methods of Instruction Lecture and visual aids Planetarium demonstrations Discussion and problem-solving performed in class Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises Collaborative projects
!	Assignments	- At least two one-hour exams with written and objective questions, which require short essay answers, problem-solving, and interpretive skills. - Two-hour comprehensive final exam. - Individual or group presentation that analyzes a historical astronomical perspective of another culture, such as the Native American, Mayan, Chinese, or Egyptian. Such an analysis must discuss the effect on the daily lives of the peoples involved. Identify and discuss contemporary practical applications, if any. - Individual or group presentation that compares a historical perspective on some aspect of planetary science to a current, different perspective to illustrate that science is a process whose results are open to adjustment. Examples include: Lord Kelvin's proof that earth is very young or Percival Lowell's theories on the habitability of the planets. - Assemble and evaluate a file consisting of ten articles from reputable scientific journals, or newspapers, and astronomical websites on differing topics of astronomically-related environmental importance (such as global warming and climate changes, ozone depletion and other atmospheric chemical changes, results of space missions that concentrate on Earth's characteristics such as weather/atmospheric monitoring systems, etc.). Include a synopsis of each article or web resource, the date and source of the information, and relate it to topics covered in this course. - Collaborative in-class problem-solving exercises, such as the 'lecture-tutorial' and 'think-pair-share' questions that have been developed and promulgated by the community of astronomy education researchers	- At least two one-hour exams with written and objective questions, which require short essay answers, problem-solving, and interpretive skills. - Two-hour comprehensive final exam. - Individual or group presentation that analyzes a historical astronomical perspective of another culture, such as the Native American, Mayan, Chinese, or Egyptian. Such an analysis must discuss the effect on the daily lives of the peoples involved. Identify and discuss contemporary practical applications, if any. - Individual or group presentation that compares a historical perspective on some aspect of planetary science to a current, different perspective to illustrate that science is a process whose results are open to adjustment. Examples include: Lord Kelvin's hypothesis that earth is very young or Percival Lowell's theories on the habitability of the planets. - Assemble and evaluate a file consisting of ten articles from reputable scientific journals, or newspapers, and astronomical websites on differing topics of astronomically-related environmental importance (such as global warming and climate changes, ozone depletion and other atmospheric chemical changes, results of space missions that concentrate on Earth's characteristics such as weather/atmospheric monitoring systems, etc.). Include a synopsis of each article or web resource, a written synthesis of the collected information, and the date and source of the information. - Collaborative in-class problem-solving exercises, such as the 'lecture-tutorial' and 'think-pair-share' questions that have been developed and promulgated by the community of astronomy education researchers.



Methods of Evaluation

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation 1. Student responses on one-hour exams will be evaluated by comparison to grading rubrics. 2. Student responses on two-hour comprehensive final exam will be evaluated by comparison to grading rubrics. 3. Individual or group presentation that analyzes a historical astronomical perspective of another culture will be evaluated for clarity, accuracy, and correctness of identification of the place of that culture's perspective in the global development of astronomical ideas. 4. Individual or group presentation that compares a historical perspective on an aspect of planetary science to a current, different perspective will be evaluated for clarity and accuracy. 5. Students' synopses of items in file consisting of ten articles from scientific journals, newspapers, and websites on topics of astronomically-related environmental importance will be evaluated for clarity, accuracy, and their relevance to topics covered in the course. 6. Student answers to collaborative in-class questions will be collected by means of anonymous student-response systems like 'clickers' and 'pickers', evaluated for accuracy by comparison to grading rubrics, and used as the basis for in-class discussions during and immediately following the problem-solving sessions.	

**Methods
of
Evaluation**

1. Student responses on one-hour exams will be evaluated by comparison to grading rubrics.
2. Student responses on two-hour comprehensive final exam will be evaluated by comparison to grading rubrics.
3. Individual or group presentation that analyzes a historical astronomical perspective of another culture will be evaluated for clarity, accuracy, and correctness of identification of the place of that culture's perspective in the global development of astronomical ideas.
4. Individual or group presentation that compares a historical perspective on an aspect of planetary science to a current, different perspective will be evaluated for clarity and accuracy.
5. Students' synopses of items in file consisting of ten articles from scientific journals, newspapers, and websites on topics of astronomically-related environmental importance will be evaluated for clarity, accuracy, and their relevance to topics covered in the course, by comparison to a grading rubric. For assignments like this, or for course discussions, an instructor may choose to provide students with the grading rubric. If appropriate, they may also provide students with examples of synopses and/or discussion posts, along with explanations of how the rubric would be applied in those cases. Such sample work might be written by the instructor, or might consist of real posts from former students, if they have granted permission and their work has been anonymized.
6. Student answers to collaborative in-class questions will be collected by means of anonymous student-response systems. These can include low-tech systems like anonymous "finger voting" or higher-tech anonymous voting systems like 'clickers' and 'plickers'. Student responses will be evaluated for accuracy by comparison to grading rubrics, and used as the basis for in-class discussions during and immediately following the problem-solving sessions.
7. Discussion posts will be graded by comparison to a rubric. When appropriate, the instructor will provide the rubric to the students, and may also choose to provide examples of discussion posts, showing how the various parts of the rubric would apply to these sample posts. Such sample posts may be written by the instructor, and/or they may be real posts written by former students, if those students have granted permission for their work to be used in this way and the work has been anonymized.

Changed	Field	Current Version	Proposed Version																				
❗	Essential Student Materials/Essential College Facilities	Essential Student Materials: - None. Essential College Facilities: - Access to the planetarium	Essential Student Materials: - None Essential College Facilities: - Access to the planetarium																				
❗	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Fraknoi, A., Morrison, D., and Wolff, S.C. (2019) "Astronomy", freely available at https://openstax.org/details/books/astronomy, ISBN-13 978-1938168284.</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	Fraknoi, A., Morrison, D., and Wolff, S.C. (2019) "Astronomy", freely available at https://openstax.org/details/books/astronomy , ISBN-13 978-1938168284.	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>Fraknoi, A., Morrison, D., and Wolff, S.C. (2022) "Astronomy (2nd ed.)", freely available at https://openstax.org/details/books/astronomy-2e, ISBN-13 978-1-711470-57-3.</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	Fraknoi, A., Morrison, D., and Wolff, S.C. (2022) "Astronomy (2nd ed.)", freely available at https://openstax.org/details/books/astronomy-2e , ISBN-13 978-1-711470-57-3.	Publisher	No value	Date/Edition	No value	ISBN	No value
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Publisher	No value																						
Date/Edition	No value																						
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Changed Field

Current Version

Proposed Version



**Suggested
Reading List**

No value

Reading List NASA headquarters: <http://www.nasa.gov>

May include, but are not limited to No value

Reading List NASA's Jet Propulsion Laboratory, managing center for most U.S. space exploration missions: <http://www.jpl.nasa.gov>

May include, but are not limited to No value

Reading List The European Space Agency consortium: <http://www.esa.int/esaCP/index.html>

May include, but are not limited to No value

Reading List IKI, the Russian space administration: <http://www.iki.rssi.ru/eng/index.htm>

May include, but are not limited to No value

Reading List Japanese Aerospace Exploration Agency (JAXA): <http://global.jaxa.jp>

May include, but are not limited to No value

Reading List China National Space Administration: <http://www.cnsa.gov.cn/english/index.html>

May include, but are not limited to No value

Reading List Indian Space Research Organisation (ISRO): <https://www.isro.gov.in/>

May include, but are not limited to No value

Reading List Exoplanet Exploration: Planets Beyond our Solar System, a comprehensive website for information on planets around other stars, maintained by NASA: <https://exoplanets.nasa.gov/>

May include, but are not limited to No value

Reading List SETI Institute, the large and comprehensive website of the nonprofit SETI co-coordinating organization of the same name: <https://seti.org/>

May include, but are not limited to No value

Reading List Alic, M., "Hypatia's Revenge" (The Woman's Press: London, 1986): a history of women in science from antiquity to the late nineteenth century.

May include, but are not limited to No value

Reading List Ferris, Timothy, "Coming of Age in the Milky Way" (Morrow: New York, 1988): shows how human ideas of cosmology evolved as we learned more about the cosmos.

May include, but are not limited to No value

Reading List Galilei, G., "Dialogue Concerning the Two Chief World Systems" (University of California Press: Berkeley, 1953): examines Galileo's confrontation between the Copernican and Aristotelian cosmologies.

May include, but are not limited to No value

Reading List Giere, R.N., "Understanding Scientific Reasoning" (Holt, Reinhart and Winston: New York, 1979): excellent introductory text to scientific reasoning, logic, statistics and decision making. Especially, Chapter 8, "Fallacies of Theory Testing," which outlines some of the major fallacies that contribute to astrology, and the phenomenon of UFOs and being interpreted as visitation by extraterrestrials.

May include, but are not limited to

No value

Reading List Hadingham, E., "Early Man and the Cosmos" (Walker and Company, 1984): account of early astronomy from an archaeologist's perspective. Particularly good discussion of the cultural context for astronomy.

May include, but are not limited to

No value

Reading List "Keepers of the Earth: discusses the Native American interaction with the land."

May include, but are not limited to

No value

Reading List Koestler, A., "The Sleepwalkers" (MacMillan: New York, 1959): influential and controversial history of astronomy, with special emphasis on the Copernican revolution; illustrates Koestler's unconventional views on many of the key players and incidents.

May include, but are not limited to

No value

Reading List Krupp, Dr. E.C., "Beyond the Blue Horizon": discusses sky mythology by cultural area, including recent work on African mythology.

May include, but are not limited to

No value

Changed	Field	Current Version	Proposed Version
		Reading List Journals/Periodicals
 Sky & Telescope, website: http://skyandtelescope.com/
 Scientific American, website: http://www.scientificamerican.com/
 Astronomy, website: http://www.astronomy.com/
 Mercury, The Journal of the Astronomical Society of the Pacific, website: http://www.astrosociety.org May include, but are not limited to No value	
		Reading List Women in Astronomy: An Introductory Resource Guide, a very large website about women's contributions to astronomy, historical and current, maintained by the Astronomical Society of the Pacific: http://www.astrosociety.org/education/astronomy-resource-guides/women-in-astronomy-an-introductory-resource-guide/ May include, but are not limited to No value	
		Reading List Audio-visual and pre-recorded planetarium programs in the Fujitsu Planetarium's collection, DeAnza College. May include, but are not limited to No value	
		Reading List Debunking astronomical misconceptions such as the "Moon hoax" and egg-balancing at the vernal equinox: Astronomer Phil Plait's "Bad Astronomy" website, http://www.badastronomy.com/index.html May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Discuss planetary astronomy as a discipline and delineate its historical and global development. • Describe motions of the sky and identify which of those were useful in establishing the heliocentric nature of the solar system. • Use Newton's laws of motion and gravitation in examining methods for determining planets' masses and distinguishing among possible trajectories for bodies in the solar system. • Identify dynamical and structural regularities in the solar system which are not demanded by physical law and assess which of those can reasonably be expected to exist in other planetary systems. • Describe the history, goals, and methods of modern planetary exploration. • Compare and contrast Earth's characteristics to those of other planets and identify ways in which investigation of other worlds helps us better understand our own. • Assess current models of the origin, development, and commonness of planetary systems in light of characteristics of newly-discovered extrasolar systems and evaluate those models' implications concerning the likelihood of extraterrestrial intelligence.	• Discuss planetary astronomy as a discipline and delineate its historical and global development. • Describe motions of the sky and identify which of those were useful in establishing the heliocentric nature of the solar system. • Use Newton's laws of motion and gravitation in examining methods for determining planets' masses and distinguishing among possible trajectories for bodies in the solar system. • Identify dynamical and structural regularities in the solar system which are not demanded by physical law and assess which of those can reasonably be expected to exist in other planetary systems. • Describe the history, goals, and methods of modern planetary exploration. • Compare and contrast Earth's characteristics to those of other planets and identify ways in which investigation of other worlds helps us better understand our own. • Assess current models of the origin, development, and commonness of planetary systems in light of characteristics of newly-discovered extrasolar systems and evaluate those models' implications concerning the likelihood of extraterrestrial intelligence.

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CSLOs

CSLOs	Appraise the benefits to society of planetary research and exploration.
Expected SLO Performance	0.0

CSLOs	Compare and contrast the development of planetary systems and of the major planet types, including those factors that have led to Earth's unique characteristics.
Expected SLO Performance	0.0

CSLOs	Evaluate astronomical news items or theories concerning solar system astronomy based upon the scientific method.
Expected SLO Performance	0.0

CSLOs	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

CSLOs	Distinguish and compare the size, scale, and structure of astronomical objects in the solar system.
Expected SLO Performance	0.0

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

Course Outline

Changed Field	Current Version	Proposed Version
Course Content	1. Discuss planetary astronomy as a discipline and delineate its historical and global development. 1. Compare and contrast practical applications of astronomy in early cultures, including at least three from: 1. Native American calendar development 2. Polynesian navigation 3. Chinese timekeeping and observatories 4. Large calendrical structures: Anasazi, Stonehenge, Angkor Wat 5. Other, such as Babylonian celestial measurement and record keeping, and 13th and 15th century astronomical observatories in Persia and Uzbekistan. 2. Evaluate and interpret theories about and measurement of the "moving stars" in selected early cultures, including Greek and African advances to 1500 AD. 3. Examine the influence of the European Renaissance and the Copernican Revolution on the development of astronomy and planetary science. 2. Describe motions of the sky and identify which of those were useful in establishing the heliocentric nature of the solar system. 1. Examine the apparent motions of the sky 2. Differentiate the constellations 3. Examine Earth-Moon relationships, including ocean tides, moon phases, and solar and lunar eclipses 4. Evaluate and interpret the causes of the seasons 5. Introduce the apparent (naked-eye) motions of the planets, and compare explanations for retrogradation in heliocentric and geocentric models 3. Use Newton's laws of motion and gravitation in examining methods for determining planets' masses and distinguishing among possible trajectories for bodies in the solar system. 1. State and illustrate Newton's laws of motion 2. State and illustrate Newton's law of gravitation 3. Explain orbital mechanics and planetary configurations 4. Calculate planets' masses using space probes or moons as probes of their gravitation 4. Identify dynamical and structural regularities in the solar system which are not demanded by physical law and assess which of those can reasonably be expected to exist in other planetary systems. 1. Draw relationships among dynamical characteristics shared by the planets and the sun. 2. Compare and contrast the prevalence of those regularities in the various satellite systems. 3. Compare structural similarities and differences among the planets and their satellites and other minor solar system bodies: terrestrial, jovian, Kuiper Belt, and other families. 5. Describe the history, goals, and methods of modern planetary exploration. 1. Study the history of modern planetary exploration, including the contributions of men and women from various cultures and analysis of some missions undertaken by: 1. NASA 2. Russia and the former USSR	1. Discuss planetary astronomy as a discipline and delineate its historical and global development. 1. Compare and contrast practical applications of astronomy in early cultures, including at least three from: 1. Native American calendar development 2. Polynesian navigation 3. Chinese timekeeping and observatories 4. Large calendrical structures: Anasazi, Stonehenge, Angkor Wat 5. Other, such as Babylonian celestial measurement and record keeping, and 13th and 15th century astronomical observatories in Persia and Uzbekistan. 2. Evaluate and interpret theories about and measurement of the "moving stars" in selected early cultures, including Greek and African advances to 1500 AD. 3. Examine the influence of the European Renaissance and the Copernican Revolution on the development of astronomy and planetary science. 2. Describe motions of the sky and identify which of those were useful in establishing the heliocentric nature of the solar system. 1. Examine the apparent motions of the sky 2. Differentiate the constellations 3. Examine Earth-Moon relationships, including ocean tides, moon phases, and solar and lunar eclipses 4. Evaluate and interpret the causes of the seasons 5. Introduce the apparent (naked-eye) motions of the planets, and compare explanations for retrogradation in heliocentric and geocentric models 3. Use Newton's laws of motion and gravitation in examining methods for determining planets' masses and distinguishing among possible trajectories for bodies in the solar system. 1. State and illustrate Newton's laws of motion 2. State and illustrate Newton's law of gravitation 3. Explain orbital mechanics and planetary configurations 4. Calculate planets' masses using space probes or moons as probes of their gravitation 4. Identify dynamical and structural regularities in the solar system which are not demanded by physical law and assess which of those can reasonably be expected to exist in other planetary systems. 1. Draw relationships among dynamical characteristics shared by the planets and the sun. 2. Compare and contrast the prevalence of those regularities in the various satellite systems. 3. Compare structural similarities and differences among the planets and their satellites and other minor solar system bodies: terrestrial, jovian, Kuiper Belt, and other families. 5. Describe the history, goals, and methods of modern planetary exploration. 1. Study the history of modern planetary exploration, including the contributions of men and women from various cultures and analysis of some missions undertaken by: 1. NASA 2. Russia and the former USSR

3. The European Space Agency consortium
4. Japan
5. China
6. India
2. Identify useful and productive means of planetary exploration which do not involve spacecraft.
 1. Describe some Earth-based infrared, radar, and other sensing and imaging technologies
 2. Identify applications to planetary astronomy of instruments in low Earth orbit
3. Compare and contrast the economic and scientific merits of earth based sensing, automated spacecraft, and human presence in space for various planetary research goals.
6. Compare and contrast Earth's characteristics to those of other planets and identify ways in which investigation of other worlds helps us better understand our own.
 1. Analyze the data provided by planetary exploration; i.e., physical characteristics, atmospheres, and land forms (if any) of the major planets, large satellites, asteroids, comet nuclei, and Kuiper Belt objects.
 2. Comparative planetology: Evaluate what the characteristics of other worlds, including geology, potential for biology, and atmospheric characteristics tell us about Earth.
 1. Compare and contrast the greenhouse effect on Venus to the problem of global warming on Earth.
 2. Examine major climate changes on Mars and compare the climate of Antarctica to the climate on Mars.
 3. Analyze the causes of catastrophic impact events and their effect on all solar system bodies.
 4. Examine the relationship between the Jovian planets' atmospheres and weather modeling
 5. Evaluate current results of the search for water, organic compounds, and life on Mars and examine the feasibility of continuing the search.
7. Assess current models of the origin, development, and commonness of planetary systems in light of characteristics of newly-discovered extrasolar systems and evaluate those models' implications concerning the likelihood of extraterrestrial intelligence.
 1. Compare and analyze global theories of the origin of the solar system and examine phenomena that can be used to test them.
 2. Assess current searches for planets of other stars and interpret their results.
 1. The search for extraterrestrial intelligence
 2. Distinguish some of the major misunderstandings that contribute to astrology and the interpretation of UFOs as "visitations" by extraterrestrials.
 3. Assess future solar changes and debate their ultimate effects on Earth.

3. The European Space Agency consortium
4. Japan
5. China
6. India
2. Identify useful and productive means of planetary exploration which do not involve spacecraft.
 1. Describe some Earth-based infrared, radar, and other sensing and imaging technologies
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 1. Analyze the data provided by planetary exploration; i.e., physical characteristics, atmospheres, and land forms (if any) of the major planets, large satellites, asteroids, comet nuclei, and Kuiper Belt objects.
 2. Comparative planetology: Evaluate what the characteristics of other worlds, including geology, potential for biology, and atmospheric characteristics tell us about Earth.
 1. Compare and contrast the greenhouse effect on Venus to the problem of global warming on Earth.
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 3. Analyze the causes of catastrophic impact events and their effect on all solar system bodies.
 4. Examine the relationship between the Jovian planets' atmospheres and weather modeling
 5. Evaluate current results of the search for water, organic compounds, and life on Mars and examine the feasibility of continuing the search.
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 1. Compare and analyze global theories of the origin of the solar system and examine phenomena that can be used to test them.
 2. Assess current searches for planets of other stars and interpret their results.
 1. The search for extraterrestrial intelligence
 2. Distinguish some of the major misunderstandings that contribute to astrology and the interpretation of UFOs as "visitations" by extraterrestrials.
 3. Assess future solar changes and debate their ultimate effects on Earth.

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
	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	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Methods of Instruction: Discussion of assigned reading Outline C.1.a through Outline C.1.e - Compare and contrast practical applications of astronomy in early cultures, including at least three from: a Native American calendar development, b Polynesian navigation, c Chinese timekeeping and observatories, d Large calendrical structures: Anasazi, Stonehenge, Angkor Wat e Other, such as Babylonian celestial measurement and record keeping, and 13th and 15th century astronomical observatories in Persia and Uzbekistan.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Methods of Instruction: Collaborative projects Assignments A. - At least two one-hour exams with written and objective questions, which require short essay answers, problem-solving, and interpretive skills.

Changed	Questions	Current Version	Proposed Version
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignments E - Assemble and evaluate a file consisting of ten articles from reputable scientific journals, or newspapers, and astronomical websites on differing topics of astronomically-related environmental importance (such as global warming and climate changes, ozone depletion or other atmospheric chemical changes, results of space missions that concentrate on Earth's characteristics such as weather / atmospheric monitoring systems, etc.) Include a synopsis of each article or web resource, a written synthesis of the collected information, the date and source of the information, the date and source of the information. Format the synthesis and the works-cited page using MLA guidelines.
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Instruction: Collaborative projects Assignments A. - At least two one-hour exams with written and objective questions, which require short essay answers, problem-solving, and interpretive skills.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments D. - Individual or group presentation that compares a historical perspective on some aspect of planetary science to a current, different perspective to illustrate that science is a process whose results are open to adjustment. Examples include: Lord Kelvin's hypothesis that earth is very young or Percival Lowell's theories on the habitability of the planets.

B-Matrix Form

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

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

C-Matrix Form

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

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
	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
	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
	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 B. - Describe motions of the sky and identify which of those were useful in establishing the heliocentric nature of the solar system.
❗	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments A. - At least two one-hour exams with written and objective questions, which require short essay answers, problem-solving, and interpretive skills. Assignments F. - Collaborative in-class problem-solving exercises, such as the "lecture-tutorial" and "think-pair-share" questions that have been developed and promulgated by the community of astronomy education researchers.

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 F. - Compare and contrast Earth's characteristics to those of other planets and identify ways in which investigation of other worlds helps us better understand our own.
❗	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.2. - Evaluate and interpret theories about and measurement of the "moving stars" in selected early cultures, including Greek and African advances to 1500 AD.
❗	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. - Discuss planetary astronomy as a discipline and delineate its historical and global development.
❗	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.1. - Study the history of modern planetary exploration, including the contributions of men and women from various cultures and analysis of some missions undertaken by : NASA, Russia and the former USSR, The European Space Agency consortium, Japan, China, India.

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)	ASTR 004	ASTR 004
	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)	10/22/2019	06/16/2026
❗	Hybrid Approval Date (MM/DD/YYYY)	11/18/2025	06/16/2026
	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 - Hybrid appr. 11/18/25 (effect. S26). -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 - Hybrid appr. 11/18/25 (effect. S26). -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	
							Consider minor 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	
			4/7/2026	Basic Course Information	Course Description	Suggested		Y

4/7/2026	Specifications	Examples of Primary Texts and References	Suggested	As far as diverse authors goes, the three white authors spent many years writing traditional publishers' textbooks, and then switched to writing an OER textbook when Openstax came along. (One of the authors was a
				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.
				long-time instructor at Foothill College.) In terms of these three primary authors, the only parameter of diversity among them is that one of them is a woman, but I'm afraid there are no people of color among the three of them, for example, When it comes to discussing current debates in the field, I think the text does a good job of that. For example, it discusses debates over the rate of expansion and age of the universe, in its section on cosmology. Earlier in the text, the authors discuss the debated interpretations of the results from the Viking landers' biology- seeking instruments in the 1970s.

Changed	Questions	Current Version	Proposed Version
			Do assignments 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, let me know in the Initiator response box. For any evaluation methods, do instructors provide examples of strong and/or successful assignments modified to to clarify the 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. You already have rubrics, which is great! 4/7/2026 Specifications Assignments Suggested NA 4/7/2026 Specifications Methods of Evaluation Suggested Item E was modified to include the use of grading rubrics, as well as to demonstrate a possible method of providing students with sample work. If an instructor chooses to do this, it would show the students how the rubric would be applied in various cases.
	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					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 7: Dean of Online Learning	No Value						
			Date	Tab	Part - Field	Type of Edit	Edit	
			4/29/26	Basic Course Information	Proposed Details - Attachments	Required	Hybrid Course Delivery form you attached is correct and no action is needed for that one.	Y
	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	ASTRD004.
	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	CCC000146529

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
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
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.)
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.)

Section	Changed field
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Foothill Equivalency	Foothill Faculty Consultation Name
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	- Caitlin Kepple - Mastrapa, Rachel
	Course ID (CB01A and CB01B)	ASTRD010.	ASTRD010.
	Course Control Number	CCC000000088	CCC000000088
❗	Course Title (CB02)	Stellar Astronomy	~~Stellar Astronomy~~ <u>Stars, Galaxies, and the Universe</u>
	Short Course Title	STELLAR ASTRONOMY	STELLAR ASTRONOMY
	TOP Code (CB03)	1911.00	1911.00 Astronomy
	CIP Code	Astronomy	40.0201 Astronomy
	Department	ASTR - Astronomy	ASTR - Astronomy
❗	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	Course Description	This course analyzes the physical principles, logic, and development of stellar astronomy from ancient times to the present, with an emphasis on recent developments. The relationship of Earth to its deep-space environment and contrast the Sun to other types of stars will be examined. The organization in space and time of the hierarchy of the cosmos from stellar systems through the universe on its largest observable scale, and investigate the observational strategies and equipment that are used to investigate it will be synthesized.	This introductory course examines the evolution of stellar astronomy as a human endeavor, tracing its development from ancient observations to modern breakthroughs. In this course, students will explore fundamental topics such as the relationship between Earth and its deep-space environment, properties of the Sun, and the characteristics of stars throughout the universe. By analyzing the hierarchical structure of the cosmos—from local star systems to the largest observable scales—students will learn how scientists collect and interpret data to apply new knowledge to humanity's current understanding of the universe. Participants will gain essential skills in scientific analysis and discussion, all while learning more about the inner workings of the cosmos.
	Course Type (CB27)	Lower Division	Lower Division
❗	Mode of Delivery	Online	Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	Physics/Astronomy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	FHDA FSA - ASTRONOMY

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, and it meets the De Anza Liberal Arts Degree requirement. It is an introduction to the content and structure of stellar systems and the universe at large, the physical processes that have led to our cosmic (large-scale) environment, and their study by means of the scientific method.	This 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 the content and structure of stellar systems and the universe at large, the physical processes that have led to our cosmic (large-scale) environment, and their study by means of the scientific method.

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	<u>Geoff Matthews</u>
	Foothill Course ID	ASTR F010B	ASTR F010B
	Does the course have a Foothill equivalent?	Yes	Yes

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 - Examples of Primary Texts and References • Specifications - Methods of Evaluation • Outline - Course Outline • Specifications - Methods of Instruction • Specifications - Assignments
	Please summarize the ways in which your course includes DEI.	No value	<u>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. For this 5-year revision, we have revised the course description to emphasize that this is an introductory course, integrating astronomy with the human experience. All of our instructors use the OpenStax Astronomy text, or other OER materials, which removes the financial barrier of expensive textbooks. For in-person courses, we make use of the planetarium on campus, which is a visually engaging experience that immerses students in the deep-space environments that they are studying.</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
	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	<table><tr><td>Associated Program</td><td>Cal-GETC</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Cal-GETC</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	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								
		Award Type	Certificate of Achievement-Advanced (COA-A)								
		<table><tr><td>Associated Program</td><td>Cal-GETC (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Cal-GETC (In Development)	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Cal-GETC (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	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	Cal-GETC (In Development)										
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<table><tr><td>Associated Program</td><td>Liberal Arts (Science, Math and Engineering Emphasis)</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)	Award Type	Associate in Arts (A.A.) Degree	<table><tr><td>Associated Program</td><td>Liberal Arts (Science, Math and Engineering Emphasis)</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)	Award Type	Associate in Arts (A.A.) Degree		
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Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)										
Award Type	Associate in Arts (A.A.) Degree										
Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)										
Award Type	Associate in Arts (A.A.) Degree										

Transferability & Gen. Ed. Options															
Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA5A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA5A - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA5A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA5A - Approved.	-	No value
System/Institution	Cal-GETC														
Area(s)	CA5A - Approved.														
-	No value														
System/Institution	Cal-GETC														
Area(s)	CA5A - Approved.														
-	No value														
		<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G5X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G5X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G5X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G5X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	2G5X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G5X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	5	5
	Lecture Hours - Out of Class	10	10
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options			
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

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

Specifications			

Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	Methods of Instruction Methods of Instruction Lecture and visual aids Planetarium demonstrations Quiz and examination review performed in class Discussion of assigned reading	Methods of Instruction Methods of Instruction Lecture and visual aids Planetarium demonstrations Discussion and problem-solving performed in class Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises Collaborative projects
!	Assignments	- At least two one-hour exams with written and objective questions, which require short essay answers, problem-solving, and interpretive skills. - Two-hour comprehensive final exam. - Individual or group presentation that analyzes a historical astronomical perspective of another culture, such as the Native American, Mayan, Chinese, or Egyptian. Such an analysis must discuss the effect on the daily lives of the peoples involved. Identify and discuss contemporary practical applications, if any. - Assemble and evaluate a file consisting of ten articles from reputable scientific journals, newspapers, and astronomical websites on differing topics of importance in stellar astronomy (new data from space-based observatories or new, large ground-based instruments, for example). Include a synopsis of each article or web resource. Include the date and source of each article or web resource, relate it to topics covered in this course, and evaluate the importance of this information to you -- for example, will it change your views on government funding of science projects? - Collaborative in-class problem-solving exercises, such as the 'lecture-tutorial' and 'think-pair-share' questions that have been developed and promulgated by the community of astronomy education researchers	- At least two one-hour exams with written and objective questions, which may require short essay answers, problem-solving, and interpretive skills. - Two-hour comprehensive final exam. - Individual or group presentation that analyzes a historical astronomical perspective of another culture, such as the Native American, Mayan, Chinese, or Egyptian. Such an analysis must discuss the effect on the daily lives of the peoples involved. Identify and discuss contemporary practical applications, if any. May include intermittent steps in which students submit drafts for feedback from the instructor or peers. - Assemble and evaluate a file consisting of ten articles from reputable scientific journals, newspapers, and astronomical websites on differing topics of importance in stellar astronomy (new data from space-based observatories or new, large ground-based instruments, for example). Include a synopsis of each article or web resource. Include the date and source of each article or web resource, relate it to topics covered in this course, and evaluate the importance of this information to you -- for example, will it change your views on government funding of science projects? May include intermittent steps in which students submit drafts for feedback from the instructor or peers. - Collaborative in-class problem-solving exercises, such as the 'lecture-tutorial' and 'think-pair-share' questions that have been developed and promulgated by the community of astronomy education researchers



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Student responses on one-hour exams will be evaluated by comparison to grading rubrics.
2. Student responses on two-hour comprehensive final exam will be evaluated by comparison to grading rubrics.
3. Individual or group presentation that analyzes a historical astronomical perspective of another culture will be evaluated for clarity, accuracy, and correctness of identification of the place of that culture's perspective in the global development of astronomical ideas.
4. Students' synopses of items in file consisting of ten articles from scientific journals, newspapers, and websites on topics of importance in stellar astronomy will be evaluated for clarity, accuracy, and their relevance to topics covered in the course.
5. Student answers to collaborative in-class questions will be collected by means of anonymous student-response systems like 'clickers' and 'plickers', evaluated for accuracy by comparison to grading rubrics, and used as the basis for in-class discussions during and immediately following the problem-solving sessions.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Student responses on quizzes and exams will be evaluated by comparison to grading rubrics.
2. Individual or group presentation that analyzes a historical astronomical perspective of another culture will be evaluated for clarity, accuracy, and correctness of identification of the place of that culture's perspective in the global development of astronomical ideas. If appropriate, instructor may provide samples of a rubric or exemplary work to clarify expectations.
3. Students' synopses of items in file consisting of ten articles from scientific journals, newspapers, and websites on topics of importance in stellar astronomy will be evaluated for clarity, accuracy, and their relevance to topics covered in the course. If appropriate, instructor may provide samples of a rubric or exemplary work to clarify expectations.
4. Student answers to collaborative in-class questions will be collected by means of anonymous student-response systems like 'clickers' and 'plickers', evaluated for accuracy by comparison to grading rubrics, and used as the basis for in-class discussions during and immediately following the problem-solving sessions.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- Access to the planetarium

Essential Student Materials:

- None

Essential College Facilities:

- Access to the planetarium



Examples of Primary Texts and References

Title	No value
Author	Fraknoi, A., Morrison, D., and Wolff, S.C. (2019) "Astronomy", freely available at https://openstax.org/details/books/astronomy , ISBN-13 1938168284.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Astronomy
Author	Fraknoi, A., Morrison, D., and Wolff, S.C.
Publisher	OpenStax
Date/Edition	2022
ISBN	978-1-951693-50-3

Suggested
Reading List

Reading List The University of California Observatories website for Lick Observatory in California and the Keck Observatories on Mauna Kea, Hawaii: <http://www.ucolick.org>

May include, but are not limited to No value

Reading List The European Southern Observatory in Chile is operated by the ESO Consortium of eleven European nations, headquartered in Garching, Germany: <http://www.eso.org>

May include, but are not limited to No value

Reading List All of the observatories atop Mauna Kea, the consensus optimum site for groundbased astronomy, are introduced at <http://www.ifa.hawaii.edu/mko/>

May include, but are not limited to No value

Reading List Achievements of astronomers using the Hubble Space Telescope are related and archived at <http://www.hubblesite.org>

May include, but are not limited to No value

Reading List Alic, M., Hypatia's Revenge (The Woman's Press: London, 1986): a history of women in science from antiquity to the late nineteenth century.

May include, but are not limited to No value

Reading List Ferris, Timothy, Coming of Age in the Milky Way (Morrow: New York, 1988): shows how human ideas of cosmology evolved as we learned more about the cosmos. See especially "Newton's Reach," pp. 103-122.

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May include, but are not limited to No value

Reading List Gingerich, O. (ed.), The Nature of Scientific Discovery (Smithsonian Institution Press: Washington, 1975): a symposium commemorating the 500th anniversary of Copernicus' birth, with papers and discussions on the Copernican revolution, the interplay of art and science, and the nature of scientific knowledge.

May include, but are not limited to No value

Reading List Hadingham, E., Early Man and the Cosmos (Walker and Company, 1984): account of early astronomy from an archaeologist's perspective. Particularly good discussion of the cultural context for astronomy.

May include, but are not limited to No value

Reading List Sky & Telescope, website: <http://skyandtelescope.com/>

May include, but are not limited to No value

Reading List Scientific American, website: <http://www.scientificamerican.com/>

May include, but are not limited to No value

Reading List Astronomy, website: <http://www.astronomy.com>

May include, but are not limited to No value

Reading List Mercury, The Journal of the Astronomical Society of the Pacific, website: <http://www.astrosociety.org>

May include, but are not limited to No value

Reading List Gingerich, O. (ed.), The Nature of Scientific Discovery (Smithsonian Institution Press: Washington, 1975): a symposium commemorating the 500th anniversary of Copernicus' birth, with papers and discussions on the Copernican revolution, the interplay of art and science, and the nature of scientific knowledge.

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Reading List Hadingham, E., Early Man and the Cosmos (Walker and Company, 1984): account of early astronomy from an archaeologist's perspective. Particularly good discussion of the cultural context for astronomy.

May include, but are not limited to No value

Reading List Sky & Telescope, website: <http://skyandtelescope.com/>

May include, but are not limited to No value

Reading List Scientific American, website: <http://www.scientificamerican.com/>

May include, but are not limited to No value

Reading List Astronomy, website: <http://www.astronomy.com>

May include, but are not limited to No value

Reading List Mercury, The Journal of the Astronomical Society of the Pacific, website: <http://www.astrosociety.org>

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	May include, but are not limited to No value
		Reading List Women in Astronomy: An Introductory Resource Guide, a very large website about women's contributions to astronomy, historical and current, maintained by the Astronomical Society of the Pacific: http://www.astrosociety.org/education/astronomy-resource-guides/women-in-astronomy-an-introductory-resource-guide/	Reading List Women in Astronomy: An Introductory Resource Guide, a very large website about women's contributions to astronomy, historical and current, maintained by the Astronomical Society of the Pacific: http://www.astrosociety.org/education/astronomy-resource-guides/women-in-astronomy-an-introductory-resource-guide/
		May include, but are not limited to No value	May include, but are not limited to No value
		Reading List Audio-visual and pre-recorded planetarium programs in the Fujitsu Planetarium's collection, DeAnza College.	Reading List Audio-visual and pre-recorded planetarium programs in the Fujitsu Planetarium's collection, DeAnza College.
		May include, but are not limited to No value	May include, but are not limited to No value
		Reading List Debunking astronomical misconceptions such as the "Moon hoax" and egg-balancing at the vernal equinox: Astronomer Phil Plait's "Bad Astronomy" website, http://www.badastronomy.com/index.html	Reading List Debunking astronomical misconceptions such as the "Moon hoax" and egg-balancing at the vernal equinox: Astronomer Phil Plait's "Bad Astronomy" website, http://www.badastronomy.com/index.html
		May include, but are not limited to No value	May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Describe the development of astronomy as a discipline, including the place of early cultures' worldviews in that development. • Describe motions of the sky, identify which of these have been useful in our discovery of the scale of the universe, and compare distances to various stars based on their parallax motions. • Identify the constituent parts of atoms and explain why nuclei of some were formed in stars. • Use an understanding of how electromagnetic radiation is produced to demonstrate how stars' basic physical characteristics are measured. • Appraise the applicability of various observational equipment and strategies to the investigation of different astronomical phenomena. • Classify stars on the basis of their physical characteristics to identify common stellar properties. • Use the Hertzsprung-Russell diagram to compare and contrast stars' individual characteristics and to infer that those characteristics change over time. • Differentiate between the ultimate fates of stars with different masses. • Classify galaxies according to their morphology, appraise various methods for estimating their distances, and explain their relationship to other large-scale, deep-space phenomena. • Compare and contrast current theories of the origin and future of the observable universe (cosmological models) and identify measurable phenomena that can be used to test those models.	• Describe the development of astronomy as a discipline, including the place of early cultures' worldviews in that development. • Describe motions of the sky, identify which of these have been useful in our discovery of the scale of the universe, and compare distances to various stars based on their parallax motions. • Identify the constituent parts of atoms and explain why nuclei of some were formed in stars. • Use an understanding of how electromagnetic radiation is produced to demonstrate how stars' basic physical characteristics are measured. • Appraise the applicability of various observational equipment and strategies to the investigation of different astronomical phenomena. • Classify stars on the basis of their physical characteristics to identify common stellar properties. • Use the Hertzsprung-Russell diagram to compare and contrast stars' individual characteristics and to infer that those characteristics change over time. • Differentiate between the ultimate fates of stars with different masses. • Classify galaxies according to their morphology, appraise various methods for estimating their distances, and explain their relationship to other large-scale, deep-space phenomena. • Compare and contrast current theories of the origin and future of the observable universe (cosmological models) and identify measurable phenomena that can be used to test those models.

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❗	CSLOs	<table><tr><td>CSLOs</td><td>Appraise the benefits to society of astronomical research concerning stars and stellar systems.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Appraise the benefits to society of astronomical research concerning stars and stellar systems.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Appraise the benefits to society of astronomical research concerning stars and stellar systems.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Appraise the benefits to society of astronomical research concerning stars and stellar systems.	Expected SLO Performance	0.0
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Course Outline

Course Content

1. Describe the development of astronomy as a discipline, including the place of early cultures' worldviews in that development.
 1. Compare and contrast practical applications of astronomy in early cultures, including at least three from:
 1. Native American calendar development
 2. Polynesian navigation
 3. Chinese timekeeping and observatories
 4. Large calendrical structures: Anasazi, Stonehenge, Angkor Wat
 5. Other, such as Babylonian celestial measurement and record keeping, and 13th and 15th century astronomical observatories in Persia and Uzbekistan.
 2. Evaluate and interpret theories about and measurement of the "moving stars" in selected early cultures, including Greek and African advances to 1500 AD.
 3. Examine the influence of the European Renaissance and the Copernican Revolution on the development of physical science in general and astronomy in particular.
 4. Identify our position in the observable universe (i.e. state our "cosmic address.")
2. Describe motions of the sky, identify which of these have been useful in our discovery of the scale of the universe, and compare distances to various stars based on their parallax motions.
 1. Examine the apparent motions of the sky.
 2. Identify prominent constellations in both the Northern and Southern hemispheres.
 3. Compare the size of our solar system to the distances to nearby stars.
 4. Examine and demonstrate how trigonometric parallax is used to determine distances to relatively nearby stars.
3. Identify the constituent parts of atoms and explain why nuclei of some were formed in stars.
 1. Identify the fundamental particles of matter (include the Curies' work on radioactivity).
 2. Examine the relationship of stars to atoms (i.e. nucleosynthesis and stellar energy production.)
4. Use an understanding of how electromagnetic radiation is produced to demonstrate how stars' basic physical characteristics are measured.
 1. Examine the sources of electromagnetic radiation and contrast their spectra.
 2. Compare and contrast the ways by which electromagnetic radiation is produced.
 3. Introduce Kirchhoff's Rules of Spectroscopic Analysis and use them to identify a variety of spectra.
 4. Apply our understanding of electromagnetic radiation, spectroscopy, and the Doppler effect to determine stars' motions, compositions, and temperatures.
5. Appraise the applicability of various observational equipment and strategies to the investigation of different astronomical phenomena.
 1. Compare and contrast reflecting and refracting visible light telescopes.
 2. Introduce telescopes for "invisible light", i.e. those for use in the radio, microwave, infrared, ultraviolet, x-ray, and gamma ray regions of the spectrum.

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3. Identify optimum telescope-detector combinations for several different current research questions and for amateur recreational use.
4. Evaluate the usefulness and current applications of space-based astronomical facilities.
6. Classify stars on the basis of their physical characteristics to identify common stellar properties.
 1. Identify what sorts of stars are common or unusual, based on a survey of the nearest known stars.
 2. Investigate the properties of known planetary systems of nearby stars and evaluate the techniques whereby the existence of those systems are inferred.
 3. Evaluate the methods by which astronomers identify and classify nearby stars.
7. Use the Hertzsprung-Russell diagram to compare and contrast stars' individual characteristics and to infer that those characteristics change over time.
 1. Assess the usefulness of the Hertzsprung-Russell Diagram in surveying stars' physical characteristics and populations. (Include Annie Jump Cannon's pioneering contributions in stellar spectral classification.)
 2. Examine the usefulness of an understanding of variable and binary stars' characteristics in measuring distances to and masses of some stars. (Include Henrietta Leavitt's analysis of Cepheid variables and that work's later ramifications on our understanding of the nature of galaxies.)
 3. Evaluate the evidence for stellar evolution (ageing) that is provided by the Hertzsprung-Russell Diagram.
8. Differentiate between the ultimate fates of stars with different masses.
 1. Introduce numerical (computer) modeling of stellar ageing processes and compare their results to characteristics of the observed stellar population.
 2. Compare and contrast the endpoints of evolution of stars of various masses as computed by numerical models. Assess the role of observations of white dwarfs, supernovae, neutron stars, and black holes in refinement of those models.
9. Classify galaxies according to their morphology, appraise various methods for estimating their distances, and explain their relationship to other large-scale, deep-space phenomena.
 1. Trace the development of our discovery that stars are grouped in galaxies. Compare and contrast various distance-estimation techniques for galaxies, including the pivotal role of Henrietta Leavitt's discovery of the period-luminosity relation for Cepheid variables and Hubble's application of that discovery to the Andromeda galaxy.
 2. Examine the observational strategies and interpretive techniques that led Margaret Geller and subsequent researchers to the "filaments and voids" model of the large-scale distribution of visible matter in the universe.
 3. Classify galaxies according to their structure; compare current classification schemes to the initial ones of Hubble and his contemporaries. Analyze the strengths, weaknesses, and

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Changed	Field	Current Version	Proposed Version
		uncertainties of physical interpretations of galaxies' morphologies. 4. Examine peculiar galaxies' and quasars' observed characteristics. Critically evaluate current theories of the relationships among quasars, active galactic nuclei, and normal galaxies. 10. Compare and contrast current theories of the origin and future of the observable universe (cosmological models) and identify measurable phenomena that can be used to test those models. 1. Examine and evaluate the evidence that a "big bang" took place: the expansion of the universe and the cosmic background radiation. 2. Enumerate and assess the assumptions that modern cosmologists make in the interpretation of that evidence, such as the cosmological principle and the doppler nature of galaxies' redshifts. 3. Compare and contrast current theories of the future of the large-scale universe, including open and closed big bang models and the inflationary universe. 4. Assess the evidence for "dark matter" and "dark energy" and evaluate their impact on current cosmological models.	uncertainties of physical interpretations of galaxies' morphologies. 4. Examine peculiar galaxies' and quasars' observed characteristics. Critically evaluate current theories of the relationships among quasars, active galactic nuclei, and normal galaxies. 10. Compare and contrast current theories of the origin and future of the observable universe (cosmological models) and identify measurable phenomena that can be used to test those models. 1. Examine and evaluate the evidence that a "big bang" took place: the expansion of the universe and the cosmic background radiation. 2. Enumerate and assess the assumptions that modern cosmologists make in the interpretation of that evidence, such as the cosmological principle and the doppler nature of galaxies' redshifts. 3. Compare and contrast current theories of the future of the large-scale universe, including open and closed big bang models and the inflationary universe. 4. Assess the evidence for "dark matter" and "dark energy" and evaluate their impact on current cosmological models.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	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	Methods of Instruction: Discussion of assigned reading Outline A - Describe the development of astronomy as a discipline, including the place of early cultures' worldviews in that development.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Methods of Instruction: Collaborative projects Assignments A. - At least two one-hour exams with written and objective questions, which require short essay answers, problem-solving, and interpretive skills.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignments D - Assemble and evaluate a file consisting of ten articles from reputable scientific journals, newspapers, and astronomical websites on differing topics of importance in stellar astronomy (new data from space-based observatories or new, large ground-based instruments, for example). Include a synopsis of each article or web resource. Include the date and source of each article or web resource, relate it to topics covered in this course, and evaluate the importance of this information to you -- for example, will it change your views on government funding of science projects?
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments D - Assemble and evaluate a file consisting of ten articles from reputable scientific journals, newspapers, and astronomical websites on differing topics of importance in stellar astronomy (new data from space-based observatories or new, large ground-based instruments, for example). Include a synopsis of each article or web resource. Include the date and source of each article or web resource, relate it to topics covered in this course, and evaluate the importance of this information to you -- for example, will it change your views on government funding of science projects?
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Methods of Evaluation B - Individual or group presentation that analyzes a historical astronomical perspective of another culture will be evaluated for clarity, accuracy, and correctness of identification of the place of that culture's perspective in the global development of astronomical ideas.

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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
	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	Course Outline H - Differentiate between the ultimate fates of stars with different masses. Course Outline I - Classify galaxies according to their morphology, appraise various methods for estimating their distances, and explain their relationship to other large-scale, deep-space phenomena. Course Outline J - Compare and contrast current theories of the origin and future of the observable universe (cosmological models) and identify measurable phenomena that can be used to test those models.
!	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments C - Individual or group presentation that analyzes a historical astronomical perspective of another culture, such as the Native American, Mayan, Chinese, or Egyptian. Such an analysis must discuss the effect on the daily lives of the peoples involved. Identify and discuss contemporary practical applications, if any. Assignments D - Assemble and evaluate a file consisting of ten articles from reputable scientific journals, newspapers, and astronomical websites on differing topics of importance in stellar astronomy (new data from space-based observatories or new, large ground-based instruments, for example). Include a synopsis of each article or web resource. Include the date and source of each article or web resource, relate it to topics covered in this course, and evaluate the importance of this information to you -- for example, will it change your views on government funding of science projects? Assignments E - Collaborative in-class problem-solving exercises, such as the 'lecture-tutorial' and 'think-pair-share' questions that have been developed and promulgated by the community of astronomy education researchers
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments C - Individual or group presentation that analyzes a historical astronomical perspective of another culture, such as the Native American, Mayan, Chinese, or Egyptian. Such an analysis must discuss the effect on the daily lives of the peoples involved. Identify and discuss contemporary practical applications, if any.

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	Assignments C - Individual or group presentation that analyzes a historical astronomical perspective of another culture, such as the Native American, Mayan, Chinese, or Egyptian. Such an analysis must discuss the effect on the daily lives of the peoples involved. Identify and discuss contemporary practical applications, if any.
❗	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	Assignments C - Individual or group presentation that analyzes a historical astronomical perspective of another culture, such as the Native American, Mayan, Chinese, or Egyptian. Such an analysis must discuss the effect on the daily lives of the peoples involved. Identify and discuss contemporary practical applications, if any.
❗	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	Course Outline E (including sub-categories 1-4) - Appraise the applicability of various observational equipment and strategies to the investigation of different astronomical phenomena. 1. Compare and contrast reflecting and refracting visible light telescopes. 2. Introduce telescopes for "invisible light", i.e. those for use in the radio, microwave, infrared, ultraviolet, x-ray, and gamma ray regions of the spectrum 3. Identify optimum telescope-detector combinations for several different current research questions and for amateur recreational use. 4. Evaluate the usefulness and current applications of space-based astronomical facilities.

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)	ASTR 010	ASTR 010
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	10/27/2020	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	No Value	06/16/2026
	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	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 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. Do assignments 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, let me know in the Initiator response box.
			4/7/2026	Specifications	Examples of Primary Texts and References	Suggested	Yes
			4/7/2026	Specifications	Assignments	Suggested	Added a statement to items C and D in the list to encompass the possibility of intermittent steps with feedback from the instructor or peers.

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 yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box. Add a statement to items B and C that instructors may provide a rubric or samples of exemplary work to guide expectations.
		4/7/2026	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
	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	ASTRD010.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	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	CCC000000088

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

Course Outline of Record Report

05/18/2026

ASTRD077. : Special Projects in Astronomy

General Information

Faculty Initiator:	Caitlin Kepple
Attachments:	ReqAdv_G_ASTR_77_2027F.pdf
Course ID (CB01A and CB01B) :	ASTRD077.
Short Course Title:	No value
Course Title (CB02) :	Special Projects in Astronomy
Department:	ASTR - Astronomy
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	06/16/2026
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This project-based course is offered as an Astronomy learning experience that goes beyond the traditional classroom, based on individual student interest and instructor guidance. Students may participate in Astronomy-related reading, writing, research, or other mutually agreed-on projects with the instructor. Topics may also include learning experiences related to teaching and science education.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
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 - PHYSICS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone, CSU transferable course. It satisfies increasing student demand for opportunities to develop skills that would prepare them to assist faculty in the classroom, design original projects, analyze Astronomy literature, or study current topics in a selected area of Astronomy.

Stand-Alone Statement

Stand-Alone Statement

This is a stand-alone course and is CSU transferable.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

Yes

Foothill Faculty Consultation Name

Geoff Matthews

Foothill Course ID

ASTR 70-73R

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 offered on an individual basis, according to what will best serve the student and instructor. As many elements are collaboratively determined between the student and instructor, it enables a wide variety of students to enroll in the course and successfully complete the requirements. It is designed from the ground up to match students' interest and capacity in an accessible way.

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

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 1

Maximum Credit Units 1

**Total Course In-Class
(Contact) Hours** 36

**Total Course Out-of-Class
Hours** 0

Total Student Learning Hours 36

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	0	0
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	0
Laboratory	36
NA	0
Total	36

Course Out-of-Class Hours

Lecture	0
Laboratory	0
NA	0
Total	0

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 InstructionMethods of Instruction

Methods of Instruction

Discussion of relevant topics in Astronomy and education
Collaborative problem solving
Guided instruction on projects, research, or education-related work

Assignments

A. To be determined in consultation with instructor. See Sections 3 and 4 of the Special Projects Contract.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. The exact method to be agreed upon by the instructor and will be evaluated based on completeness, accuracy, and adherence to requirements and objectives specified in Sections 3, 4, and 5 of the Special Projects Contract.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Dependent on the nature of the project as determined in sections 3 & 4 of the Special Projects Contract

Essential College Facilities:

- Dependent on the nature of the project as determined in sections 3 & 4 of the Special Projects Contract

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

Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract

CSLOs

Demonstrate understanding and critical thought within a selected area of Astronomy.

Expected SLO Performance: 0.0

Apply the fundamental concepts of Astronomy through a project, essay, or acting as an instructional assistant in Astronomy classes as determined in sections 3, 4, and 5 of the Special Projects contract.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Complete project objectives/requirements as determined in sections 3,4, and 5 of the Special Projects Contract.
1. Formulate a proposal statement for a feasible project.
 2. Demonstrate skills in the analysis of current Astronomy literature related to the chosen research topic.
 3. Assist in duties as an instructional assistant in Astronomy classes.
 4. Design an original project based on Astronomy topics taught at De Anza College.
 5. Demonstrate a critical understanding of current problems in a selected area of Astronomy.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (Consent of instructor and division dean and an approved Special Projects Contract is required.)

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.

Consent of instructor and division dean and an approved Special Projects Contract is required

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
04/11/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language.	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

5/4/26	Matrix H	Objective 2	Required	Please complete for your Limitation on Enrollment	Y
5/5/26	Matrix H	Objective 2	Required	This field cannot read "None" as you have stated the requirement "Consent of instructor and division dean and an approved Special Projects Contract is required" on the Req/Adv tab	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
5/5/2026	Learning Outcomes	CSLO #?	Required	You are completely missing the Learning Outcomes tab. F For the CSLOs I would suggest something lilike: • Demonstrate a critical understanding in a selected area of Astronomy. • Apply the fundamental concepts of Astronomy to acting as instructional assistant in Astronomy classes, or to a research project as determined in sections 3, 4, and 5 of the Special Projects contract. >>>>>>>>>>>>>>>>>>>> The objective would be: Complete project objectives/requirements as determined in sections 3,4, and 5 of the Special Projects Contract.	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

Change Report

05/18/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
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
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	DL Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
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	• Angelica Esquivel Moreno
	Course ID (CB01A and CB01B)	CHLXD010.	CHLXD010.
	Course Control Number	CCC000090678	CCC000090678

Changed	Field	Current Version	Proposed Version
	Course Title (CB02)	Introduction to Chicanx and Latinx Studies	Introduction to Chicanx and Latinx Studies
	Short Course Title	INTRO CHICANX/LATINX STUDIES	INTRO CHICANX/LATINX STUDIES
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	CHLX - Chicanx/Latinx Studies	CHLX - Chicanx/Latinx Studies
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course explores the Chicanx and Latinx experience with emphasis on the cultural and historical development, and the socioeconomic and political status of their contemporary communities.	This course explores the Chicanx and Latinx experience with emphasis on the cultural and historical development, and the socioeconomic and political status of their contemporary communities. Students analyze race, racism, racialization, white supremacy, colonization, labor, migration, gender, sexuality, indigeneity, and intersectional identity formation while examining histories of resistance, self-determination, liberation, and decolonization in Chicanx and Latinx communities through community-generated knowledge, intellectual traditions, and contemporary social movements. Through this introductory course, students will gain the skills to recognize how their own lived experience relates to the larger topic faced by communities of color in the U.S.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	Online	Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	Chicano Studies
	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	(Formerly ICS D030.)	(Formerly ICS D030.)

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 CSU/UC transferable. It belongs on the Intercultural Studies AA degree. It was developed to provide students with an interdisciplinary introductory overview of Chicanx and Latinx Studies.	This course meets a general education requirement for De Anza and Cal-GETC and is CSU/UC transferable. It belongs on the Intercultural Studies AA degree. It was developed to provide students with an interdisciplinary introductory overview of Chicanx and Latinx Studies.

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>Within all of these sections, we include student choice, agency and critical thinking as well as exploration. Course description is student-centered and explains the skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning</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	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?	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 Leadership and Social Change

Associated Program Leadership and Social Change

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Leadership and Social Change (In Development)

Associated Program Leadership and Social Change (In Development)

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

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

Changed Field

Current Version

Proposed Version

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

Associated Program Social Justice Studies: General Studies for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Social Justice Studies: General Studies for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Social Justice Studies: General Studies for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Social Justice Studies: General Studies for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Spanish Language and Culture

Award Type Certificate of Achievement (COA)

Associated Program Spanish Language and Culture

Award Type Certificate of Achievement (COA)

Associated Program Spanish Language and Culture (In Development)

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

Associated Program Spanish Language and Culture (In Development)

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

Associated Program Spanish Language and Culture (In Development)

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

Associated Program Spanish Language and Culture (In Development)

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

Changed	Field	Current Version		Proposed Version	
		Associated Program	Spanish for Transfer (In Development)	Associated Program	Spanish 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
		Associated Program	World Languages and Culture	Associated Program	World Languages and Culture
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	World Languages and Culture	Associated Program	World Languages and Culture
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options					
Changed	Field	Current Version		Proposed Version	
	Transfer Status (CB05)	Transferable to both UC and CSU		Transferable to both UC and CSU	
	Course General Education Status (CB25)	Y		Y	
	Transfer Status	Approved		Approved	

Changed Field

Current Version

Proposed Version

**GE
Information**

System/Institution Cal-GETC

Area(s)

- CA4X - Approved.
- CA6X - Approved.

- No value

System/Institution Cal-GETC

Area(s)

- CA4X - Approved.
- CA6X - Approved.

- No value

System/Institution De Anza GE

Area(s)

- 2G4X - Approved.
- 2G6X - Approved.

- No value

System/Institution De Anza GE

Area(s)

- 2G4X - Approved.
- 2G6X - 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
	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

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	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

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



Assignments

1. Reading
 1. Assigned readings from textbooks
 2. Suggested supplemental readings
2. Writing
 1. Analytical writings on assigned readings that explore foundational concepts, issues and critical thinking questions related to the Chicana Latinx communities.
 2. Essay and short answer identification quizzes requiring explanation and interpretation
 3. Journal writings from observation and participation in events
 4. Written assessments demonstrating insightful synthesis and integration of assigned readings.
3. Oral presentations
 1. Individual or group presentations on class readings, supplemental readings and research conducted outside of class.
 2. Engage actively in class activities and discussions
4. Observing, viewing, and listening
 1. Attendance at community meetings and events
 2. Films, videotapes, and television programs
 3. Audio recordings and radio programs
 4. Interviews of family and community members
 5. Guest speakers in class
5. Library research
 1. Review of bibliographies
 2. Review of newspaper and journal articles

1. Reading
 1. Assigned readings from textbooks
 2. Suggested supplemental readings
2. Writing
 1. Analytical writings on assigned readings that explore foundational concepts, issues and critical thinking questions related to the Chicana Latinx communities.
 2. Essay and short answer writing requiring explanation and interpretation
 3. Journal writings from observation and participation in events
 4. Written assessments demonstrating insightful synthesis and integration of assigned readings.
 5. Provide feedback to peers and do self reviews
3. Oral presentations
 1. Individual or group presentations on class readings, supplemental readings and research conducted outside of class.
 2. Engage actively in class activities and discussions
4. Observing, viewing, and listening
 1. Attendance at community meetings and events of the student's choosing
 2. Films, videotapes, and television programs
 3. Audio recordings and radio programs
 4. Interviews of family and community members
 5. Guest speakers in class
5. Library research
 1. Review of bibliographies
 2. Review of newspaper and journal articles

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. Quizzes, critical self reflection during in-class writings, written essays, and final exam or paper to demonstrate understanding of core concepts, ideas and theories. 2. Research project include a major issue relative to the Chicana Latinx communities where students will be evaluated by their demonstrated understanding of key concepts and ability to interpret and synthesize scholarly sources to critical appraise research topic. 3. Prepare and conduct oral presentations where students will be assessed on their individual contributions and demonstration of critical analysis of key concepts, events and issues in the course of study.	Methods of Evaluation 1. Quizzes, critical self-reflection during in-class writings, written essays, and a final exam or paper to demonstrate understanding of core concepts, ideas, and theories. 2. Research project includes a major issue relative to the Chicana/Latina communities, where students will be evaluated by their demonstrated understanding of key concepts and ability to interpret and synthesize scholarly sources to critically appraise the research topic. Students have examples and a rubric to guide them 3. Prepare and conduct oral presentations where students will be assessed on their individual contributions and demonstration of critical analysis of key

Changed	Field	Current Version	Proposed Version
		4. Assessment of participation and contribution during class activities and discussion based on quality of analysis and interpretation of readings, concepts and ideas presented in class, readings and guest speakers.	concepts, events, and issues in the course of study. 4. Assessment of participation and contribution during class activities and discussion based on the quality of analysis and interpretation of readings, concepts, and ideas presented in class, readings, and guest speakers.
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • None



Examples of Primary Texts and References

Title	No value
Author	Montoya, Maceo. Chicano Movement for Beginners. Danbury, CT: For Beginners Press., 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Chacón Justin Akers, et al. No One Is Illegal: Fighting Racism and State Violence on the U.S.-Mexico Border. Haymarket Books, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Blackwell, M. (2015). Chicana power!: Contested histories of Feminism in the Chicano movement. Austin: University of Texas Press.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Chicano Movement for Beginners
Author	Montoya, Maceo
Publisher	Danbury, CT: For Beginners Press
Date/Edition	2016
ISBN	No value

Title	No One Is Illegal: Fighting Racism and State Violence on the U.S.-Mexico Border
Author	Chacón Justin Akers, et al.
Publisher	Haymarket Books
Date/Edition	2018
ISBN	No value

Title	Chicana power!: Contested histories of Feminism in the Chicano Movement
Author	Blackwell, M.
Publisher	Austin: University of Texas Press
Date/Edition	2015
ISBN	No value

Title	Latinx: The New Force in American Politics and Culture
Author	Morales, Ed.

Changed Field

Current Version

Proposed Version

Title	No value
Author	Morales, Ed. Latinx: The New Force in American Politics and Culture. Penguin Random House. 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Gutiérrez Ramón A., and Almaguer Tomás. The New Latino Studies Reader: a Twenty-First-Century Perspective. University of California Press, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Publisher	Penguin Random House
Date/Edition	2018
ISBN	No value

Title	Autobiography without Apology, The Personal Essay in Chicanx and Latinx Studies
Author	No value
Publisher	Aztlán Anthology
Date/Edition	Volume 7, 2020
ISBN	978-0-89551-173-7

Title	New Directions in Chicanx and Latinx Studies
Author	Amber Rose González, Mario Alberto Viveros Espinoza-Kulick, Melissa Moreno, Lucha Arévalo, Eddy Francisco Alvarez Jr.
Publisher	LibreTexts
Date/Edition	2023
ISBN	No value

Title	This Bridge Called My Back: Writings by Radical Women of Color
Author	Moraga, Cherrie and Anzaldúa, Gloria

Changed **Field**

Current Version

Proposed Version

Publisher	State University of New York Press

Date/Edition	4th edition, 2015

ISBN	No value

**Suggested
Reading List**

No value

Reading List Acuna, Rudolfo.
Occupied America: A
History of Chicanos. 7th
edition Harper Collins,
2010.

**May
include,
but are
not
limited
to** No value

Reading List Vigil, James Diego.
From Indians to
Chicanos: The
Dynamics Mexican
American Culture . 3rd
edition. Prospect
Heights, IL: Waveland
Press. 2011.

**May
include,
but are
not
limited
to** No value

Reading List Castillo, Adelina R.,
editor. Between
Borders: Essays of
Mexicana/Chicana
History (La Mujer
Latina). Encino:
Floricanto Press. 2005.

**May
include,
but are
not
limited
to** No value

Reading List Chavez, Leo R. Shadowed Lives: Undocumented Immigrants in American Society. Belmont, CA: Wadsworth, 2013

May include, but are not limited to No value

Reading List Soldatenko, Michael. Chicano Studies: The Genesis of the Disciple. Tucson, AZ: Univ. of Arizona Press, 2009.

May include, but are not limited to No value

Reading List Cordelia, Candelaria, and Mary Romero, eds. Community Empowerment and Chicano Scholarship: Selected proceedings/National Association for Chicano Studies. Denver. NACS, 1992.

May include, but are not limited to No value

Reading List Cordova, Teresa., editor. Chicana Voices: Intersections of Race, Class and Gender. Austin: CMAS 1989.

May include, but are not limited to No value

Reading List Crawford, James. Bilingual Education: History, Politics, Theory, and Practice. New York Crane, 1989.

May include, but are not limited to No value

Reading List De la Torre, Adela, and Beatriz M. Pesquera, eds. Building with Our Hands: New Directions in Chicana Studies. University of California Press, 1993.

May include, but are not limited to No value

Reading List Duran, Livie Isauro, and H. Russell Bernard, eds. Introduction to Chicano Studies. New York. Macmillan Publishing Co., 1982.

Changed Field

Current Version

Proposed Version

**May
include,
but are
not
limited
to** No value

**Reading
List** Garcia, Ignacio. (1997).
Chicanismo: The
Forging of a Militant
Ethos Among Mexican
Americans. Tucson, AZ:
The University of
Arizona Press. 1997.

**May
include,
but are
not
limited
to** No value

**Reading
List** De la Garza, et al., eds.
The Mexican American
Experience: An
Interdisciplinary
Anthology. University of
Texas Press, 1995.

**May
include,
but are
not
limited
to** No value

**Reading
List** Maciel, David R.,.
(Editor.) Chicano
Renaissance. Tucson,
AZ: The University of
Arizona Press. 2000.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Maciel, David R., and Isidro D. Ortiz. Chicanas/Chicanos at the Crossroads. The University of Arizona Press, 1996.

May include, but are not limited to No value

Reading List De Anda, Roberto M., ed. Chicanas and Chicanos in Contemporary Society. New York Allyn and Bacon, 1996.

May include, but are not limited to No value

Reading List Mirande, Alfredo. The Chicano Experience. University of Notre Dame Press, 1985.

May include, but are not limited to No value

Reading List Morales, Rebecca, and Frank Bonilla, eds. Latinos in a Changing U.S. Economy: Comparative Perspectives in Growing Inequality. Sage Publications, 1993.

May include, but are not limited to No value

Reading List Munoz, Carlos, Jr. Youth, Identity, Power: The Chicano Movement. Verso, 1989.

May include, but are not limited to No value

Reading List Rosa, Arturo F., and the National Latino Communications Center. Chicano: A History of the Mexican American Civil Rights Movement. Arte Publico Press, 1996.

May include, but are not limited to No value

Reading List Villareal, Robert E., and Norma G. Hernandez, eds. Latinos and Political Coalitions: Political Empowerment for the 1990s. Greenwood Press, 1991.

May include, but are not limited to No value

Reading List Non-print resources:

May include, but are not limited to No value

Reading List Vigil, James Diego. From Indians to Chicanos -- The Dynamics of Mexican American Culture . 2nd edition. Prospect Heights, IL: Waveland Press.1998.

May include, but are not limited to No value

Reading List AZTLAN: International Journal of Chicano Studies.



**Course
Objectives**

- Examine the perspectives and methods of the social sciences, with an emphasis on the discipline of sociology.
- Examine the history and development of the field of Chicano/a and Latino/a Studies.
- Evaluate the various approaches used in studying the Chicanx and Latinx experience in the United States
- Analyze the Chicanx and Latinx communities in the context of race, class, gender, and nationality issues in the larger society.
- Evaluate the civic and political participation of the Chicano/a and Latino/a communities at the local, state, and national levels.
- Analyze the relationships among institutional systems such as schools and the Chicanx and Latinx communities.
- Evaluate the relevance of Chicanx and Latinx Studies to the student's own life.

- Apply knowledge produced by Chicanx and Latinx communities to interpret histories, cultural practices, intellectual traditions, and social movements with emphasis on agency and group affirmation
- Evaluate the various approaches used in studying the Chicanx and Latinx experience in the United States
- Analyze the intersections of race and racism as they relate to racialization, white supremacy, settler colonialism, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, age, decolonization, self-determination and liberation as foundational knowledge/experience in Chicanx and Latinx communities.
- Evaluate the civic and political participation of the Chicano/a/x and Latino/a/x communities at the local, state, and national levels.
- Analyze the relationships among institutional systems such as schools and the Chicanx and Latinx communities.
- Evaluate the relevance of Chicanx and Latinx Studies to the student's own life.



CSLOs

CSLOs

Recognize and analyze the impact of historical and contemporary forms of institutionalized racism, classism, sexism, inequality and practices of social justice in the context of the Chicanx and Latinx Communities.

Expected SLO Performance

0.0

CSLOs

Recognize and analyze the impact of historical and contemporary forms of institutionalized racism, classism, sexism, inequality and practices of social justice in the context of the Chicanx and Latinx Communities.

Expected SLO Performance

0.0

CSLOs

Examine the intersections of social constructions such as race, class, gender, sexual orientation, nationality and diversity of titles and identities within the Chicanx Latinx communities.

Expected SLO Performance

0.0

CSLOs

Examine the intersections of social constructions such as race, class, gender, sexual orientation, nationality, indigeneity, and diversity of titles and identities within the Chicanx Latinx communities.

Expected SLO Performance

0.0

Course Outline



**Course
Content**

1. Examine the perspectives and methods of the social sciences, with an emphasis on the discipline of sociology.
 1. Critique eurocentric approaches to the study of human behavior and society
 2. Explore interdisciplinary and multicultural approaches
 3. Identify issues in the study of a multiethnic U.S. society
2. Examine the history and development of the field of Chicano/a and Latino/a Studies.
 1. The Chicano/a and Latino/a folklorists of the 1930s and 1940s
 2. The Precursors, scholars of the 1940s and 1950s
 3. The 1960s and the "Plan de Santa Barbara" and the rise of Chicano and Latino Nationalism with the academic community.
 4. The 1970s and the National Association of Chicano Studies and the organizing of Latino and Puerto Rican Studies professional associations.
 5. The 1980s and Chicana and Latina Feminist scholarship
 6. Chicano/a, Chicanx, Xicanx and Latinx Studies and contemporary issues and challenges
3. Evaluate the various approaches used in studying the Chicanx and Latinx experience in the United States
 1. Pluralism
 2. Internal colonialism

1. Apply knowledge produced by Chicanx and Latinx communities to interpret histories, cultural practices, intellectual traditions, and social movements with emphasis on agency and group affirmation.
 1. Critique eurocentric approaches to the study of human behavior, society and communities
 2. The Chicano/a and Latino/a folklorists of the 1930s and 1940s
 3. The Precursors, scholars of the 1940s and 1950s such as McWilliams
 4. Labor movement like the United Farm Workers of the 60's through 80's
 5. The 1960s and the "Plan de Santa Barbara," and the rise of Chicano and Latino Nationalism with the academic community.
 6. "'El Plan Espiritual de Aztlan" of 1969 to affirm cultural identity in the southwest
 7. The 1970s and the National Association of Chicano Studies and the organizing of Latino and Puerto Rican Studies professional associations.
 8. The 1980s collections of Chicano/a/x history by scholars like Acuña and Barrera
 9. The 1980s and Chicana and Latina Feminist scholarship
 10. Chicano/a, Chicanx, Xicanx and Latinx Studies and contemporary issues and challenges, including increased diversity in the context of paradigm shifts, evolving immigration patterns and policies, and the need to re-envision the field through continued comparative analysis on inter- and intra-group dynamics.
2. Evaluate the various approaches used in studying the Chicanx and Latinx experience in the United States

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

3. Neo-liberalism
4. Neo-Marxism
5. Feminism
4. Analyze the Chicanx and Latinx communities in the context of race, class, gender, and nationality issues in the larger society.
 1. Analyze the connection between white supremacy and racism during the formation of the United States of America such as the war against Mexico during the westward expansion era.
 1. Racism in the U.S. and its impact on the Chicanx and Latinx communities.
 2. Analyze concept of "mestizo" and Spanish colonial legacy of race and colorism and its impact within the Chicanx Latinx communities
 2. The context of class
 1. The socio-economic status of the Chicanx and Latinx communities.
 2. Socio-economic mobility
 3. Socio-economic differences within the Chicano/Latino community
 3. The context of gender
 1. The situation of Chicanas and Latinas
 2. Gender issues
 4. The context of nationality
 1. Interrelationships among Chicanos, Latinos,

1. Pluralism
2. Internal colonialism
3. Neo-liberalism
4. Neo-Marxism
5. Feminism
3. Analyze the intersections of race and racism as they relate to racialization, white supremacy, settler colonialism, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, age, decolonization, self-determination and liberation as foundational knowledge/experience in Chicanx and Latinx communities.
 1. Analyze the connection between white supremacy and racism during the formation of the United States of America such as the war against Mexico during the westward expansion era.
 1. White supremacy, colonialism and racialization
 2. Racism in the U.S. and its impact on the Chicanx and Latinx communities.
 3. Analyze concept of "mestizo" and Spanish colonial legacy of race and colorism and its impact within the Chicanx Latinx communities
 2. The context of class
 1. The socio-economic status of the Chicanx and Latinx communities.
 2. Socio-economic mobility
 3. Socio-economic differences within the Chicano/Latino community
 3. The context of gender
 1. The situation of Chicanas and Latinas
 2. Chicana Feminism
 3. Gender issues
 4. The context of nationality and immigration
 1. Interrelationships among Chicanos, Latinos,

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

-
Mexicanos, and other ethnic groups in the U.S. 2. Issues of language and culture 5. Evaluate the civic and political participation of the Chicano/a and Latino/a communities at the local, state, and national levels. 1. Chicanxs and Latinxs and the American political system 2. Political socialization and attitudes 3. Voter registration and education 4. Electoral participation 5. Non-electoral political involvement 6. Analyze the relationships among institutional systems such as schools and the Chicanx and Latinx communities. 1. Educational institutions 2. Justice system 3. Social services 4. Health services 5. Immigration services 6. The private sector 7. Evaluate the relevance of Chicanx and Latinx Studies to the student's own life. 1. Documents from family and community life as sources of study 2. Analysis of national and local political and cultural events	Mexicanos, and other ethnic groups in the U.S. 2. Issues of language and culture 3. Push and Pull factors of immigration 5. The context of indigeneity 1. History of indigenous peoples in North America 2. Tribal citizenship and overignty 6. The context of liberation 1. Decolonization 2. Self-determination 3. Community power 4. Evaluate the civic and political participation of the Chicano/a/x and Latino/a/x communities at the local, state, and national levels. 1. Chicanxs and Latinxs and the American political system 2. Political socialization and attitudes 3. Voter registration and education 4. Electoral participation 5. Non-electoral political involvement 5. Analyze the relationships among institutional systems such as schools and the Chicanx and Latinx communities. 1. Educational institutions 2. Justice system 3. Social services 4. Health services 5. Immigration Policies and the impact on communities and families 6. The private sector 6. Evaluate the relevance of Chicanx and Latinx Studies to the student's own life. 1. Documents from family and community life as sources of study 2. Analysis of national and local political and cultural events
-

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
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Methods of Evaluation B. Research project includes a major issue relative to the Chicanx/Latinx communities, where students will be evaluated by their demonstrated understanding of key concepts and ability to interpret and synthesize scholarly sources to critically appraise the research topic. Students have examples and a rubric to guide them.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Outline F. Evaluate the relevance of Chicanx and Latinx Studies to the student's own life.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation B. Research project includes a major issue relative to the Chicanx/Latinx communities, where students will be evaluated by their demonstrated understanding of key concepts and ability to interpret and synthesize scholarly sources to critically appraise the research topic. Students have examples and a rubric to guide them. Assignments E. Library research
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation B. Research project includes a major issue relative to the Chicanx/Latinx communities, where students will be evaluated by their demonstrated understanding of key concepts and ability to interpret and synthesize scholarly sources to critically appraise the research topic. Students have examples and a rubric to guide them. Assignments E. Library research
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments B. 1. Analytical writings on assigned readings that explore foundational concepts, issues and critical thinking questions related to the Chicanx Latinx communities. Assignments B. 4. Written assessments demonstrating insightful synthesis and integration of assigned readings.

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
	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
	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

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 B. Evaluate the various approaches used in studying the Chicanx and Latinx experience in the United States
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments B. 2. Essay and short answer writing requiring explanation and interpretation Assignments C. 2. Individual or group presentations on class readings, supplemental readings and research conducted outside of class. Methods of Evaluation D. Assessment of participation and contribution during class activities and discussion based on the quality of analysis and interpretation of readings, concepts, and ideas presented in class, readings, and guest speakers.

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation B. RResearch project includes a major issue relative to the Chicanx/Latinx communities, where students will be evaluated by their demonstrated understanding of key concepts and ability to interpret and synthesize scholarly sources to critically appraise the research topic. Students have examples and a rubric to guide them
	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 C. Analyze the intersections of race and racism as they relate to racialization, white supremacy, settler colonialism, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, age, decolonization, self-determination and liberation as foundational knowledge/experience in Chicanx and Latinx communities.
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A. Apply knowledge produced by Chicanx and Latinx communities to interpret histories, cultural practices, intellectual traditions, and social movements with emphasis on agency and group affirmation Outline D. Evaluate the civic and political participation of the Chicano/a/x and Latino/a/x communities at the local, state, and national levels.

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 F. Evaluate the relevance of Chicanx and Latinx Studies to the student's own life.

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)	CHLX 010	CHLX 010
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	11/19/2019	06/16/2026
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Course number change only appr. 1/12/21 (effect. F21).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • IGETC Area 7 approved 5/9/23 (effect. F23).-mkct • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Course number change only appr. 1/12/21 (effect. F21).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • IGETC Area 7 approved 5/9/23 (effect. F23).-mkct • 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		
			4/11/2026	Basic Course Information	Course Description	Suggested	Consider revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course. Thanks for this list of assignments. Do any assignments 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	
			4/11/2026	Specifications	Assignments	Suggested			Y

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 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.
		4/11/2026	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

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	CHLXD010.
	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	CCC000090678

Articulation

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

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
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
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	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 7: Dean of Online Learning
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	• Angelica Esquivel Moreno
	Course ID (CB01A and CB01B)	CHLXD011.	CHLXD011.
	Course Control Number	CCC000003657	CCC000003657
❗	Course Title (CB02)	Chicanx Culture	Chicanx <u>and Latinx</u> Culture
	Short Course Title	CHICANX CULTURE	CHICANX CULTURE
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	CHLX - Chicanx/Latinx Studies	CHLX - Chicanx/Latinx Studies
❗	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	Course Description	This course explores the origins and development of the Chicanx culture with an emphasis on the values, religions, philosophies, and lifestyles of Chicanx people. The course will introduce students to issues regarding identity, language, music, food, traditions, festivals, literature, and art with an emphasis on the sociopolitical and cultural dynamics.	This course explores the origins and development of the Chicanx and Latinx culture with an emphasis on the values, religions, philosophies, and lifestyles of Chicanx and Latinx people. Students will gain an understanding of the rich culture of the community by exploring topics like identity, language, music, food, traditions, festivals, literature, and art through a lens of the sociopolitical and cultural dynamics. This class will allow students to share their own culture with their peers through discussion and assignments.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	Chicano Studies
	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	(Formerly ICS D031.)	(Formerly ICS D031.)

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 CSU/UC transferable. It belongs on the Intercultural Studies AA degree. It was developed to provide students with a unique anthropologic focus on Chicanx culture.	This course meets a general education requirement for De Anza and Cal-GETC and is CSU/UC transferable. It belongs on the Intercultural Studies AA degree. It was developed to provide students with a unique anthropologic focus on Chicanx culture.

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>Within all of these sections, we include student choice, agency, and critical thinking as well as exploration. Course description is student-centered and explains the skills and abilities students will gain. Does not include an OER textbook because there are none available, but uses online readings and media to provide various resources. The text provides accessible language and expands their terminology as it relates to CHLX courses and the community. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation). Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning.</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
	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?	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)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Social Justice Studies: General Studies for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Spanish Language and Culture

Award Type Certificate of Achievement (COA)

Associated Program Spanish Language and Culture

Award Type Certificate of Achievement (COA)

Associated Program Spanish Language and Culture (In Development)

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

Associated Program Spanish Language and Culture (In Development)

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

Associated Program Spanish Language and Culture (In Development)

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

Associated Program Spanish Language and Culture (In Development)

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

Associated Program Spanish for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Spanish for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program World Languages and Culture

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

Associated Program World Languages and Culture

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

Associated Program World Languages and Culture

Associated Program World Languages and Culture

Changed	Field	Current Version		Proposed Version	
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options															
Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA4X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA4X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA4X - Approved.	-	No value
System/Institution	Cal-GETC														
Area(s)	CA4X - Approved.														
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System/Institution	Cal-GETC														
Area(s)	CA4X - Approved.														
-	No value														
		<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G4X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G4X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G4X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	2G4X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G4X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	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 and visual aids Guest speakers Collaborative projects Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Guest speakers Field observation and field trips	Methods of Instruction Methods of Instruction Lecture and visual aids Guest speakers Collaborative projects Discussion of assigned reading Discussion and problem-solving performed in class Quiz and examination review performed in class Guest speakers Field observation and field trips



Assignments

1. Reading

1. Reading assignments from college-level textbook
2. Supplemental readings to be assigned to provide more in-depth knowledge on specific topics and issues

2. Writing

1. Develop a creative written, visual and oral group presentation on a major issue relative to Chicana culture that synthesizes key concepts, ideas and theories from readings and class.
2. Written assessment that demonstrates understanding and analysis of key concepts from class and readings conducted through quizzes, short response written exercises, journals of critical self reflection and community events and in class activities.

3. Participate in, and evaluate, community cultural event

1. Reading

1. Reading assignments from a college-level textbook
2. Supplemental readings to be assigned to provide more in-depth knowledge on specific topics and issues

2. Writing

1. Develop a creative written, visual, and oral group presentation on a major issue relative to Chicana culture that synthesizes key concepts, ideas, and theories from readings and class. Include personal connection and reflection of the material to share with their peers.
2. Written assessment that demonstrates understanding and analysis of key concepts from class and readings conducted through quizzes, short response written exercises, journals of critical self-reflection, community events, and in-class activities.

3. Participate in, and evaluate, community cultural event

1. Attend a cultural event or do research on a cultural aspect of the community, and do a reflection on what they have learned, the importance of this cultural element, and how they relate to this cultural event.

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Field

Current Version

Proposed Version



Methods of
Evaluation

Methods
of
Evaluation

Methods
of
Evaluation

Methods of Evaluation

Methods
of
Evaluation

1. Midterm and final examination with comprehensive essay questions where students will be assessed based on their ability to critically analyze and demonstrate conceptual relationships of key concepts, theories, and issues relative to Latinx/Chicanx culture discussed in class material, with the support of a rubric to guide students to a strong essay.
2. Creative project: A visual and written project that demonstrates student comprehension, analysis, and interpretation of a major issue relative to Latinx/Chicanx culture and supported by research.
3. Participation and contribution in classroom activities in which students' abilities to interpret and critique will be applied and reflected in writing and discussions.

**Methods
of
Evaluation**

1. Midterm and final examination with comprehensive essay questions where students will be assessed based on their ability to critical analyze and demonstrate conceptual relationship of key concepts, theories and issues relative to Chicana culture discussed in class material.
2. Creative project: A visual and written project that demonstrates student comprehension, analysis and interpretation of a major issue relative to Chicana culture and supported by research.
3. Participation and contribution in classroom activities in which student abilities to interpret and critique will be applied and reflected in writing and discussions.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • None



Examples of Primary Texts and References

Title	No value
Author	Burciaga, Jose Antonio. Drink Cultura - Chicanismo. Santa Barbara, CA: Joshua Odell Editions. 1993
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Anzaldu, Gloria. Borderlands/La Frontera: The Mestiza, Fourth Edition. Aunt Lute Books, 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Molina, Ruben. Chicano Soul: Recordings. Texas Tech University Press, 2nd edition, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	Drink Cultura - Chicanismo
Author	Burciaga, Jose Antonio
Publisher	Santa Barbara, CA: Joshua Odell Editions.
Date/Edition	1993
ISBN	No value

Title	Borderlands/La Frontera: The Mestiza
Author	Anzaldúa, Gloria.
Publisher	Aunt Lute Books
Date/Edition	5th edition, 2022
ISBN	No value

Title	Chicano Soul: Recordings
Author	Molina, Ruben
Publisher	Texas Tech University Press
Date/Edition	2nd edition, 2017
ISBN	No value

Title	Decolonize Your Diet: Plant-Based Mexican-American Recipes for Health and Healing
Author	Calvo, Luz, and Esquibel Catrio
Publisher	Arsenal Pulp Press
Date/Edition	2015
ISBN	No value

Title	Chicano Popular Culture

Changed Field

Current Version

Proposed Version

Author Calvo, Luz, and Esquibel Catrío. Decolonize Your Diet: Plant-Based Mexican-American Recipes for Health and Healing. Arsenal Pulp Press, 2015.

Publisher No value

Date/Edition No value

ISBN No value

Title No value

Author Tatum, Charles M. Chicano Popular Culture, 2nd edition. Tucson: University of Arizona Press, 2017.

Publisher No value

Date/Edition No value

ISBN No value

Author Tatum, Charles M

Publisher No value

Date/Edition 2nd edition, 2017

ISBN No value

Title Lowriders in Chicano Culture: From Low to Slow to Show

Author Tatum, Charles M.

Publisher Greenwood Publishing Group

Date/Edition 2011

ISBN No value

Title Tongue-Tied: The Lives of Multilingual Children in Public Education

Author Santa Ana, Otto

Publisher Bloomsbury Publishing

Date/Edition 2004

ISBN No value

**Suggested
Reading List**

No value

Reading List Acuna, Rodolfo F.
Occupied America: a
History of Chicanos.
Prentice Hall, 2019.

**May
include,
but are
not
limited
to** No value

Reading List Anzaldúa, Gloria, and
Cherríe Moraga. This
Bridge Called My Back:
Writings by Radical
Women of Color. SUNY
Press, 2015.

**May
include,
but are
not
limited
to** No value

Reading List Vigil, James Diego.
From Indians to
Chicanos: The
Dynamics of the
Mexican-American
Culture, Third Edition,
2012.

**May
include,
but are
not
limited
to** No value

Reading List Junge, Maxine Borowsky. Voices from the Barrio: the Story of the First East Los Angeles Chicano Literary Magazine. Publisher Not Identified, 2016.

May include, but are not limited to No value

Reading List Jackson, Carlos Francisco. Chicana and Chicano Art: ProtestArte. Univ. of Arizona Press, 2010.

May include, but are not limited to No value

Reading List Gutierrez, Margo. Curanderismo: Folk Healing in the Mexican American Community. Austin: Benson Latin American Collection, University of Texas at Austin, 1999.

May include, but are not limited to No value

Reading List Tatum, Charles M. Lowriders in Chicano Culture: From Low to Slow to Show. Greenwood Publishing Group, 2011.

May include, but are not limited to No value

Reading List González Ray. Muy Macho: Latino Men Confront Their Manhood. Doubleday, 1996.

May include, but are not limited to No value

Reading List Maciel, David, ed. Chicano Renaissance. Tucson: University of Arizona Press. 2000.

May include, but are not limited to No value

Reading List Alamillo, Laura, et al. Voices of Resistance: Interdisciplinary Approaches to Chican@ Childrens Literature. Rowman & Littlefield, 2018.

**May
include,
but are
not
limited
to** No value

**Reading
List** Melville, Margarita B.
"Ethnicity: An Analysis of
its Dynamism and
Variability Focusing on
the
Mexican/Anglo/Mexican
American Interface."
American Ethnologist.
1983, X (2) pp. 272-289.

**May
include,
but are
not
limited
to** No value

**Reading
List** Menard, Valerie. The
Latino Holiday Book:
From Cinco de Mayo to
Dia de los Muertos-The
Celebrations and
Traditions of Hispanic-
Americans. New York:
Marlowe & Company,
2000.

**May
include,
but are
not
limited
to** No value

**Reading
List** Moore, Joan W., James
D. Vigil, and Robert
Garcia." Residence and
Territoriality in Gangs."
Journal of Social
Problems. 1983, 31(2):
182-194.

May include, but are not limited to No value

Reading List Muller, Thomas. The Fourth Wave: California's New Immigrants. Washington, DC: The Urban Institute Press, 1978.

May include, but are not limited to No value

Reading List Sanchez, George. Becoming Mexican American. NY: Oxford University, 1983.

May include, but are not limited to No value

Reading List Sperling Cockcroft, Eva and Holly Barnett-Sanchez, ed. Signs From The Heart: California Chicano Murals. 2nd printing. Albuquerque: University of New Mexico Press. 1996.

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Current Version

Proposed Version

May include, but are not limited to No value

Reading List Trejo, Arnulfo, ed. The Chicanos As We See Ourselves. 4th printing. University of Arizona, 1990.

May include, but are not limited to No value

Reading List Vigil, Angel. Una linda raza: Cultural and Artistic Traditions of the Hispanic Southwest. Foreword by Rudolfa Anaya. Golden, CO: Fulcrum, 1998.

May include, but are not limited to No value

Reading List Vigil, James Diego. "Chicano Gangs: One Response to Mexican Urban Adaptation in the Los Angeles Area." Urban Anthropology. 1983, 12(1): 45-75.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List West, John O. Mexican American Folklore: Legends, Songs, Festivals, Proverbs, Crafts, Tales of Saints, of Revolutionaries, and More. Little Rock: August House, 1988.	
		May include, but are not limited to No value	
		Reading List Zavella, Patricia. Women's Work and Chicano Families: Cannery Workers of the Santa Clara Valley. Ithaca, NY: Cornell University Press, 1987.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	- Identify, assess and explore social and behavioral sciences and engage the various methodology to these disciplines in the study of the Chicanx experience. - Define culture and recognize the basic anthropological concepts, approaches and tools for the study and understanding of culture, cultural diversity, and cultural specificity as related to the Chicanx experience. - Analyze and interpret the evolution of the syncretic relationship of indigenous and Hispanic European cultures within Mexico and its impact on Chicanx culture. - Compare and contrast the relationship between the dominant American culture and Chicanx culture. - Analyze the syncretic relationship developing within Mexican and the United States borderlands and its current and future impact on Chicanx people.	- Identify, assess and explore social and behavioral sciences and engage the various methodology to these disciplines in the study of the Chicanx experience. - Define culture and recognize the basic anthropological concepts, approaches and tools for the study and understanding of culture, cultural diversity, and cultural specificity as related to the Chicana/o/x and Latina/o/x experience. - Analyze and interpret the evolution of the syncretic relationship of indigenous and Hispanic European cultures within Mexico, Central America, and South America and its impact on Chicana/o/x and Latina/o/x culture. - Compare and contrast the relationship between the dominant American culture and Chicana/o/x and Latina/o/x culture. - Analyze the syncretic relationship developing within Mexican and the United States borderlands and its current and future impact on Chicana/o/x and Latina/o/x people.

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CSLOs

CSLOs Recognize and evaluate the elements of cultural syncretism and their respective role within Chicana experience.

Expected SLO Performance 0.0

CSLOs Describe how and why beliefs, values, assumptions, communications practices shape world views and dynamic nature of culture change within the Chicana experience.

Expected SLO Performance 0.0

CSLOs Evaluate cultural dynamics in bi-cultural, traditional and non-traditional cultural patterns, gender roles, religiosity and various artistic expressions within the present day Chicana experience.

Expected SLO Performance 0.0

CSLOs Recognize and evaluate the elements of cultural syncretism and their respective role within Chicana/o/x and Latina/o/x experience.

Expected SLO Performance 0.0

CSLOs Describe how and why beliefs, values, assumptions, communications practices shape world views and dynamic nature of culture change within the Chicana/o/x and Latina/o/x experience.

Expected SLO Performance 0.0

CSLOs Evaluate cultural dynamics in bi-cultural, traditional and non-traditional cultural patterns, gender roles, religiosity and various artistic expressions within the present day Chicana/o/x and Latina/o/x experience.

Expected SLO Performance 0.0

Course Outline



**Course
Content**

1. Identify, assess and explore social and behavioral sciences and engage the various methodology to these disciplines in the study of the Chicanx experience.
 1. Identify limitations and critique eurocentric approaches of traditional academic disciplines within the social and behavioral sciences.
 2. Identify and describe the discipline of Chicanx studies and interdisciplinary approaches
 3. Identify and describe the use of investigative, data collection, and analytical techniques, comparative/contrastive study, and associate fieldwork tools and methods used within the disciplines of the social and behavioral sciences.
2. Define culture and recognize the basic anthropological concepts, approaches and tools for the study and understanding of culture, cultural diversity, and cultural specificity as related to the Chicanx experience.
 1. Define and explain culture in its broad anthropological meaning, including enculturation (socialization) and acculturation
 2. Understand and identify the basic anthropological approaches and tools for the study and understanding of culture, cultural diversity and cultural specificity
 3. Determine and explain the concept of ethnicity
 4. Explain how the concept of self-esteem is related to

1. Identify, assess and explore social and behavioral sciences and engage the various methodology to these disciplines in the study of the Chicana/o/x and Latina/o/x experience.
 1. Identify limitations and critique eurocentric approaches of traditional academic disciplines within the social and behavioral sciences.
 2. Identify and describe the discipline of Chicanx studies and interdisciplinary approaches
 3. Identify and describe the use of investigative, data collection, and analytical techniques, comparative/contrastive study, and associate fieldwork tools and methods used within the disciplines of the social and behavioral sciences.
2. Define culture and recognize the basic anthropological concepts, approaches and tools for the study and understanding of culture, cultural diversity, and cultural specificity as related to the Chicana/o/x and Latina/o/x experience.
 1. Define and explain culture in its broad anthropological meaning, including enculturation (socialization) and acculturation
 2. Understand and identify the basic anthropological approaches and tools for the study and understanding of culture, cultural diversity and cultural specificity
 3. Determine and explain the concept of ethnicity
 4. Explain how the concept of self-esteem is related to one's identity and the perceived attitudes of the majority society; its roles in motivation, goal development, and self-realization; the importance or understanding one's identify; and the development of pride

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	one's identity and the perceived attitudes of the majority society; its roles in motivation, goal development, and self-realization; the importance or understanding one's identify; and the development of pride 5. Apply ethnography as a methodology and the objective/subjective balance of participant/observation 3. Analyze and interpret the evolution of the syncretic relationship of indigenous and Hispanic European cultures within Mexico and its impact on Chicanx culture. 1. Indigenous roots of Chicanx identity emphasizing the accomplishments of pre-Columbian civilization including agriculture, astronomy, religion, social stratification, education; Aztlan, the departure point for Aztec migration and its development as a Chicanx concept; Quetzalcoatl as an Indian symbol and its significance for Chicanos and Chicanas. 2. The Spanish conquest and its effects. The role of missionaries, religious syncretism, the Virgin of Guadalupe, the introduction of processions, posadas, the contrasting difference between the importance of Good Friday for Chicano Catholics and Easter for Anglo Christians; land use and the distribution of labor, class structure during the colonial period, the appearance of	5. Apply ethnography as a methodology and the objective/subjective balance of participant/observation 3. Analyze and interpret the evolution of the syncretic relationship of indigenous and Hispanic European cultures within Mexico, Central America, and South America and its impact on Chicana/o/x and Latina/o/x culture. 1. Indigenous roots of Chicanx identity emphasizing the accomplishments of pre-Columbian civilization including agriculture, astronomy, religion, social stratification, education; Aztlan, the departure point for Aztec migration and its development as a Chicanx concept; Quetzalcoatl as an Indian symbol and its significance for Chicanos and Chicanas. 2. The Spanish conquest and its effects. The role of missionaries, religious syncretism, the Virgin of Guadalupe, the introduction of processions, posadas, the contrasting difference between the importance of Good Friday for Chicano Catholics and Easter for Anglo Christians; land use and the distribution of labor, class structure during the colonial period, the appearance of mestizos, and the effects of racism; the northern territories and the establishment of the missions. 3. The connection to indigeneity to groups like the Mayas, Aztecs, Incas and others south of the U.S.-Mexico Border 4. Mexican independence and nationalism. The criollos and their role in the independence movement, Miguel Hidalgo y Costilla, Dona Josefa Ortiz de Dominguez, the Grito de Dolores, the significance of the Mexican flag.

mestizos, and the effects of racism; the northern territories and the establishment of the missions.

3. Mexican independence and nationalism. The criollos and their role in the independence movement, Miguel Hidalgo y Costilla, Dona Josefa Ortiz de Dominguez, the Grito de Dolores, the significance of the Mexican flag.

4. Steven F. Austin and the Anglo settlers in Texas; Texas independence and the role of Mexican settlers; the war between the U.S. and Mexico and the role of settlers in the region; the Alamo, the Treaty of Guadalupe Hidalgo; Ignacio de Zaragoza and the Cinco de Mayo; the 1910 Revolution, Pancho Villa and Emiliano Zapata.

5. The Anglo-American period and the birth of the Mexican American, internal colonialism; assimilation vs. acculturation; roots of prejudice and discrimination; mutualistas; LULAC; Pachucos, zoot suiters; Cholos and vatos locos.

6. The Chicano movement. WWII and the military veterans; the civil rights movement; consciousness-raising; the Vietnam War and the Chicano Moratorium, the war on poverty; major leaders and their causes; Cesar Chavez, Dolores Huerta and the farm

5. Steven F. Austin and the Anglo settlers in Texas; Texas independence and the role of Mexican settlers; the war between the U.S. and Mexico and the role of settlers in the region; the Alamo, the Treaty of Guadalupe Hidalgo; Ignacio de Zaragoza and the Cinco de Mayo; the 1910 Revolution, Pancho Villa and Emiliano Zapata.

6. The Anglo-American period and the birth of the Mexican American, internal colonialism; assimilation vs. acculturation; roots of prejudice and discrimination; mutualistas; LULAC; Pachucos, zoot suiters; Cholos and vatos locos.

7. The Chicano movement. WWII and the military veterans; the civil rights movement; consciousness-raising; the Vietnam War and the Chicano Moratorium, the war on poverty; major leaders and their causes; Cesar Chavez, Dolores Huerta and the farm workers in California, Reies Lopez Tijerina and land grant claims in northern New Mexico, Corky Gonzalez and Crusade for Justice in Colorado, and Miguel Angel Gutierrez and the Raza Unida Party in Texas; role of art and artists in movement building, Plan de Delano, El Teatro Campesino, Plan de Santa Barbara, Plan Espiritual de Aztlán, role of women and Chicana feminist movement; Yolanda Lopez, Juana Alicia, Cherrie Moraga, and Gloria Anzaldua.

8. Looking at the diverse experience and culture of people of Central and South America in the United States.

4. Compare and contrast the relationship between the dominant American culture and Chicana/o/x and Latina/o/x culture.

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workers in California, Reies Lopez Tijerina and land grant claims in northern New Mexico, Corky Gonzalez and Crusade for Justice in Colorado, and Miguel Angel Gutierrez and the Raza Unida Party in Texas; role of art and artists in movement building, Plan de Delano, El Teatro Campesino, Plan de Santa Barbara, Plan Espiritual de Aztlán, role of women and Chicana feminist movement; Yolanda Lopez, Juana Alicia, Cherrie Moraga and Gloria Anzaldua. 4. Compare and contrast the relationship between the dominant American culture and Chicana culture. 1. Identify the basic cultural factors, value systems, beliefs, norms and maintenance mechanisms of the Chicana and Anglo culture. 2. Identify misinterpretations of value systems and salient traditional values of the Chicana communities by academics. 1. Respeto as fatalism and its roots 2. Present vs. future time orientation 3. Familism and hierarchical authority lines 4. Personalismo 3. The concept of machismo, masculinity and the development of Chicana feminism 5. Analyze the syncretic relationship developing within Mexican and the United States	1. Identify the basic cultural factors, value systems, beliefs, norms and maintenance mechanisms of the Chicana and Anglo culture. 2. Identify misinterpretations of value systems and salient traditional values of the Chicana communities by academics. 1. Respeto as fatalism and its roots 2. Present vs. future time orientation 3. Familism and hierarchical authority lines 4. Personalismo 3. The concept of machismo, masculinity and the development of Chicana feminism 5. Analyze the syncretic relationship developing within Mexican and the United States borderlands and its current and future impact on Chicana/o/x and Latina/o/x people. 1. Analyze life in Texas 1. Texas as a cultural battleground 2. How this impacted on the development of ethnic "Tex-Mex" identity 3. The origin and significance of the corrido and the development of norteno music 2. Analyze life in New Mexico and Arizona 1. Early New Mexico history and the origin of the Hispanos and "Manitos" 2. Religious variants: Catholics and Protestants; los penitentes; santeros and folk art 3. Analyze life in California 1. Los Californios, Native Americans and the missions, class structure in the early Anglo period 2. The rise of large scale Urban Chicano and

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

borderlands and its current and future impact on Chicanx people.

1. Analyze life in Texas
 1. Texas as a cultural battleground
 2. How this impacted on the development of ethnic "Tex-Mex" identity
 3. The origin and significance of the corrido and the development of norteno music
2. Analyze life in New Mexico and Arizona
 1. Early New Mexico history and the origin of the Hispanos and "Manitos"
 2. Religious variants: Catholics and Protestants; los penitentes; santeros and folk art
3. Analyze life in California
 1. Los Californios, Native Americans and the missions, class structure in the early Anglo period
 2. The rise of large scale Urban Chicano and Chicana life
 3. Leadership and participation in politics; interface with Anglo institutions, criminal justice system, police, courts, prisons
4. Analyze the life and experience of migrant and immigrant populations
 1. Distinguish similarities and differences between

Chicana life

3. Leadership and participation in politics; interface with Anglo institutions, criminal justice system, police, courts, prisons
4. Analyze the life and experience of migrant and immigrant populations
 1. Distinguish similarities and differences between U.S.-born migrant farm workers and undocumented immigrants
 2. Major problems faced by migrant farm workers; interrupted education, poverty, threats to health, inadequate housing, unionization; Teatro Chicano/a
 3. Short history of the cycles of immigration from Mexico; effects of undocumented status; and the impact of the current immigration law
5. Analyze various expressions of Chicana/o/x and Latina/o/x life
 1. Language, Chicanx press, radio, literature, zines, bilingual education and foodways
 2. Chicanx art: visual and performance

Changed	Field	Current Version	Proposed Version
		U.S.-born migrant farm workers and undocumented immigrants 2. Major problems faced by migrant farm workers; interrupted education, poverty, threats to health, inadequate housing, unionization; Teatro Chicano/a 3. Short history of the cycles of immigration from Mexico; effects of undocumented status; and the impact of the current immigration law 5. Analyze various expressions of Chicanx life 1. Language, Chicanx press, radio, literature, zines, bilingual education and foodways 2. Chicanx art: visual and performance	
	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 A. 1. Reading assignments from a college-level textbook
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments B. 2. Written assessment that demonstrates understanding and analysis of key concepts from class and readings conducted through quizzes, short response written exercises, journals of critical self-reflection and community events and in class activities.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation A. Midterm and final examination with comprehensive essay questions where students will be assessed based on their ability to critically analyze and demonstrate conceptual relationships of key concepts, theories, and issues relative to Latinx/Chicanx culture discussed in class material, with the support of a rubric to guide students to a strong essay.

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation A. Midterm and final examination with comprehensive essay questions where students will be assessed based on their ability to critically analyze and demonstrate conceptual relationships of key concepts, theories, and issues relative to Latinx/Chicanx culture discussed in class material, with the support of a rubric to guide students to a strong essay.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Methods of Evaluation B. Creative project: A visual and written project that demonstrates student comprehension, analysis, and interpretation of a major issue relative to Latinx/Chicanx culture and supported by research.

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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
	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

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 B. Define culture and recognize the basic anthropological concepts, approaches and tools for the study and understanding of culture, cultural diversity, and cultural specificity as related to the Chicana/o/x and Latina/o/x experience.
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments B. 1. Develop a creative written, visual, and oral group presentation on a major issue relative to Chicanx culture that synthesizes key concepts, ideas, and theories from readings and class. Include personal connection and reflection of the material to share with their peers. Methods of Evaluation C. Participation and contribution in classroom activities in which students' abilities to interpret and critique will be applied and reflected in writing and discussions.

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation C. Participation and contribution in classroom activities in which students' abilities to interpret and critique will be applied and reflected in writing and discussions.
	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. Define culture and recognize the basic anthropological concepts, approaches and tools for the study and understanding of culture, cultural diversity, and cultural specificity as related to the Chicana/o/x and Latina/o/x experience. Outline D. 3. The concept of machismo, masculinity and the development of Chicana feminism
	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. Analyze and interpret the evolution of the syncretic relationship of indigenous and Hispanic European cultures within Mexico, Central America, and South America and its impact on Chicana/o/x and Latina/o/x culture.

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation B. Creative project: A visual and written project that demonstrates student comprehension, analysis, and interpretation of a major issue relative to Latinx/Chicanx culture and supported by research.

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)	CHLX 011	CHLX 011
	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	06/16/2026
❗	Hybrid Approval Date (MM/DD/YYYY)	No Value	06/16/2026
	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). -sw	• 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). -sw

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
			Date	Tab	Part - Field	Type of Edit	Edit		
!	Stage 3: DEI	No Value							
			4/11/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student- centered language and minimizes 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	

Changed	Questions	Current Version	Proposed Version

		4/11/2026	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.	Y

Changed	Questions	Current Version	Proposed Version
		4/11/2026	SpecificationsAssignmentsSuggestedThanks for Y 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. I think Nos. 1 and 2 are a part of the following assignment: "Participate in, and evaluate, community cultural event" -- consider minor revisions to make this a bit clearer. If not appropriate, that's fine, just let me know in the

Changed	Questions	Current Version	Proposed Version

Initiator response box.
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.

4/11/2026	Specifications	Methods of Evaluation	Suggested	Y

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 4: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			04/24/26	Specifications	Primary Texts	Required	Hi Angelica! In order to maintain UC-transferability status, at least one primary text must be published within 7 years of the effective date of the course (this would be 2020 or more recent for courses effective Fall 2027). y I believe the Borderlands/La Frontera: The New Mestiza is on it's 5th edition now, published 2022. You can use that or any other book published within the time frame. Thank you!	
	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					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 7: Dean of Online Learning	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			5/2/26	Basic Course Information	Mode of Delivery	Required	Please update your mode of delivery to include Hybrid and Online since you attached Hybrid and Online Course requests as an attachments.	
	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	CHLXD011.
	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

Changed	Field	Current Version
	Course Control Number	CCC000003657

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
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
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.)

Section	Changed field
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	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 7: Dean of Online Learning
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	• Shameka Walker	• Angelica Esquivel Moreno
	Course ID (CB01A and CB01B)	CHLXD013.	CHLXD013.
	Course Control Number	CCC000238070	CCC000238070
❗	Course Title (CB02)	The Chicanx and Latinx and the Arts	~~The~~ Chicanx and Latinx and the Arts
	Short Course Title	THE CHICANX/LATINX AND THE ART	THE CHICANX/LATINX AND THE ART
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	CHLX - Chicanx/Latinx Studies	CHLX - Chicanx/Latinx Studies
❗	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This course is a survey and analysis of contemporary Chicana and Latina art, film, theater, music, and literature, and their relationship to the Chicana and Latina experiences.	This course is a survey and analysis of contemporary Chicano/a/x and Latino/a/x art, film, theater, music, and literature, and their relationship to the Chicano/a/x and Latino/a/x experiences. Students will gain knowledge on the topic by exploring historical and contemporary contributions to the arts and make their own creative contributions both inside and outside the class.
	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	Chicano Studies
	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	(Formerly ICS D033.)	(Formerly ICS D033.)

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 CSU/UC transferable. It belongs on the Intercultural Studies AA degree. It was developed to provide students with an overview of the Chicana and Latina artistic expressions and their contributions to U.S. culture.	This course meets a general education requirement for De Anza, and Cal-GETC and is CSU/UC transferable. It belongs on the Intercultural Studies AA degree. It was developed to provide students with an overview of the Chicana and Latina artistic expressions and their contributions to U.S. culture.

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>Within all of these sections, we include student choice, agency, and critical thinking as well as exploration. Course description is student-centered and explains the skills and abilities students will gain. Does not include an OER textbook because there are none available, but uses online readings and media to provide various resources. The course reading provides inclusive language and explanation of terminology as it relates to CHLX course and community. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation). Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning.</u>
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • 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 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

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

Award Type

Certificate of Achievement-Advanced (COA-A)

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

Award Type

Certificate of Achievement-Advanced (COA-A)

Associated Program

Intercultural Studies

Award Type

Associate in Arts (A.A.) Degree

Associated Program

Intercultural Studies

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

Associated Program Spanish Language and Culture

Associated Program Spanish Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Spanish Language and Culture (In Development)

Associated Program Spanish Language and Culture (In Development)

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

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

Associated Program Spanish Language and Culture (In Development)

Associated Program Spanish Language and Culture (In Development)

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

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

Associated Program World Languages and Culture

Associated Program World Languages and Culture

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

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

Associated Program World Languages and Culture

Associated Program World Languages and Culture

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

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

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3A - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3A - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3A - Approved.	-	No value
System/Institution	Cal-GETC														
Area(s)	CA3A - Approved.														
-	No value														
System/Institution	Cal-GETC														
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-	No value														
		<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	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

Changed	Field	Current Version	Proposed Version
	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

Changed	Field	Current Version	Proposed Version
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	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			



Methods of Instruction

Methods of Instruction

Methods of Instruction

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

Methods of Instruction

Methods of Instruction

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



Assignments

1. Reading assignments: Critical reading of textbooks, journals, magazines, newspapers, supplemental and library source material
2. Written assignments
 1. Critical thinking essays with answers to be based on class materials, discussions and readings for emphasis of synthesis and interrelating concepts
 2. Directed term paper to analyze and synthesize a major issue relative to a major work depicting significant aspects of Chicano and Latino Art based on research.
3. Collaborative group work where students will organize, prepare and present a major work related to Chicano Latino Art and demonstrate clarity and analytical quality of both written and oral work.

1. Reading assignments: Critical reading of textbooks, journals, magazines, newspapers, supplemental and library source material
2. Written assignments
 1. Critical thinking essays with answers to be based on class materials, discussions and readings for emphasis of synthesis and interrelating concepts
 2. Directed term paper to analyze and synthesize a major issue relative to a major work depicting significant aspects of Chicano/a/x and Latino/a/x Art based on research and personal experience.
3. Collaborative group work where students will organize, prepare and present a major work related to Chicano/a/x and Latino/a/x Art and demonstrate clarity, mechanics, and analytical quality of both written and oral work. Sharing their work with their peers will allow for peer feedback and appreciation.


Methods of Evaluation
Methods of Evaluation
Methods of Evaluation

1. Writing assignments such as a film critique paper or book reviews to evaluate student's ability to synthesize course materials and to discuss critical issues related to Chicanos/as and Latinos/as and Art.
2. Directed research term paper to apply critical thinking skills in analyzing either a major issue relative to or a major cinematic work depicting significant aspects of Chicano and Latino culture with bibliographic information.
3. Participation and contribution in classroom activities and discussion in which student abilities to interpret and process information will be applied.
4. Final exam to evaluate mastery of key terms and concepts, and assess analytical skills pertaining to an examination of Chicanx/Latinx arts.

Methods of Evaluation
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Methods of Evaluation

1. Writing assignments such as a film critique paper or book reviews to evaluate students' ability to synthesize course materials and to discuss critical issues related to Chicanos/as/x and Latinos/as/x and Art.
2. Directed research term paper to apply critical thinking skills in analyzing either a major issue relative to or a major cinematic work depicting significant aspects of Chicano and Latino culture with bibliographic information.
3. Participation and contribution in classroom activities and discussions in which students' abilities to interpret and process information will be applied.
4. Final exam to evaluate mastery of key terms and concepts, and assess analytical skills pertaining to an examination of Chicanx/Latinx arts. A rubric and examples will guide students for this final exam.


Essential Student Materials/Essential College Facilities
Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Goldman, Shifra M., et al. Tradition and Transformation: Chicana/o Art from the 1970s through the 1990s. UCLA Chicano Studies Research Center, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Tatum, Charles M. Chicano Popular Culture Que Hable El Pueblo, 2nd ed. The University of Arizona Press, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Jackson, Carlos Francisco. Chicana and Chicano Art: Protest Arte. Univ. of Arizona Press, 2009.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Curtis, Erin M., et al. ¡Murales Rebeldes!: L.A. Chicana/Chicano Murals under Siege. California Historical Society, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	González Jennifer A., et al. Chicano and Chicana Art: a Critical Anthology. Duke University Press, 2019.
Publisher	No value
Date/Edition	No value

Title	Tradition and Transformation: Chicana/o Art from the 1970s through the 1990s
Author	Goldman, Shifra M., et al.
Publisher	UCLA Chicano Studies Research Center
Date/Edition	2015
ISBN	No value

Title	Chicano Popular Culture Que Hable El Pueblo (Classic)
Author	Tatum, Charles M.
Publisher	The University of Arizona Press
Date/Edition	2nd ed. 2016
ISBN	No value

Title	Chicana and Chicano Art: Protest Arte (Classic)
Author	Jackson, Carlos Francisco
Publisher	University of Arizona Press
Date/Edition	2009
ISBN	No value

Title	¡Murales Rebeldes!: L.A. Chicana/Chicano Murals under Siege (Classic)
Author	Curtis, Erin M., et al.
Publisher	California Historical Society
Date/Edition	2017
ISBN	No value

Title	Chicano and Chicana Art: a Critical Anthology (Classic)
Author	González Jennifer A., et al.
Publisher	Duke University Press
Date/Edition	2019
ISBN	No value

Title	The Artist as Eyewitness: Antonio Bernal Papers, 1884-2019

Changed Field

Current Version

Proposed Version

ISBN No value

Author Villaseñor Black, Charlene

Publisher UCLA Chicano Studies Research
Center Press

Date/Edition 2022

ISBN No value



Suggested Reading List

No value

Reading List Berg, Charles Ramirez. Latino Images in Film: Stereotypes, Subversion, & Resistance. Austin: University of Texas Press. 2002

May include, but are not limited to No value

Reading List Gonzalez, Anita. Jarocho's Soul: Cultural Identity and Afro-Mexican Dance. Lanham, MD: University Press of America. 2004.

May include, but are not limited to No value

Reading List Noriega, Chon A. Chicanos and Film: Representation and Resistance. Duluth: University of Minnesota Press. 1993.

May include, but are not limited to No value

Reading List Broyles-Gonzales, Yolanda. El Teatro Campesino - Theater in the Chicano Movement. Austin: University of Texas Press. 1994.

May include, but are not limited to No value

Reading List Fregoso, Rosa Linda. Mexicana Encounters: The Making of the Social Identities on the Borderlands. University of California Press. 2003.

May include, but are not limited to No value

Reading List Berumen, Frank Javier Garica. Brown Celliod: Latino/a Film Icons and Images in the Hollywood Film Industry. New York: Vantage Press. 2003.

May include, but are not limited to No value

Reading List Herrera-Sobek, Maria. ed., Chicana Literary and Artistic Expressions Culture and Society Dialogue. Santa Barbara: The Center for Chicano Studies, University of California. 2000.

May include, but are not limited to No value

Reading List Herrera-Sobek, Maria. Northward Bound The Mexican Immigrant Experience in Ballad and Song. Bloomington: Indiana University Press. 1993.

May include, but are not limited to No value

Reading List Huerta, Jorge. Necessary Theater: Six Plays About the Chicano Experience. Austin, YTX: Arte Publico Press. 1990.

May include, but are not limited to No value

Reading List _____ Dialogue. Santa Barbara: The Center for Chicano Studies, University of California. 2000.

May include, but are not limited to No value

Reading List Huerta, Jorge and Don B. Wilmeth, ed. Chicano Drama: Performance, Society and Myth. New York. Cambridge University Press 2000.

May include, but are not limited to No value

Reading List Kim, Sojin and Peter Quezada. Chicano Graffiti and Murals: The Neighborhood Art of Peter Quezada. University of Mississippi Press. 1996.

May include, but are not limited to No value

Reading List Lazo, Steven. Barrio Rhythm: Mexican American Music in Los Angeles. University of Illinois. 1993.

May include, but are not limited to No value

Reading List Marin, Cheech. Chicano Visions: American Painters on the Verge. Los Angeles. Bulfinch 2002.

May include, but are not limited to No value

Reading List Miller, Mary Ellen. The Art Of Mesoamerica from Olmecs to Aztecs. Revised London: Thames and Hudson Ltd. 1996.

May include, but are not limited to No value

Reading List _____ Shot in America: Television, the State, and the Rise of Chicano Cinema. Duluth: University of Minnesota Press. 2001.

May include, but are not limited to No value

Reading List Pena, Manuel. The Texas-Mexican Conjunto: History of a Working-Class Music. Austin: University of Texas Press. 1985.

May include, but are not limited to No value

Reading List _____. Musica Tejana. College Station: Texas A&M University Press. 1999.

May include, but are not limited to No value

Reading List Reyes, David and Tom Waldman. Land of a Thousand Dances - Chicano Rock and Roll from Southern California. Albuquerque: University of New Mexico Press. 1998.

May include, but are not limited to No value

Reading List Rodriguez, Clara Latin Looks: Images of Latinas and Latinos in the U.S. Media. Westview Press 1998.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		Reading List Smith, Bradley. Mexico A History of Art. New York: Doubleday. 1968. May include, but are not limited to	
		Reading List Sperling Cockcroft, Eva and Holly Barnett-Sanchez, ed. Signs From The Heart: California Chicano Murals. 2nd printing. Albuquerque: University of New Mexico Press. 1996. May include, but are not limited to	
		Reading List Valdez, Luis. Zoot Suit and Other Plays. Houston, TX. Arte Publico Press University of Houston. 1992. May include, but are not limited to	

Learning Outcomes			
Changed	Field	Current Version	Proposed Version
	Course Objectives	• Develop fundamental skills necessary to assess, interpret and analyze art. • Develop and use interpretive skills to analyze the historical and social development of the Chicanx and Latinx experiences as depicted in various art fields • Assess the importance of values, beliefs, customs, and traditions reflected in the various fields of art by Chicanx and Latinx artists. • Compare and contrast modern and contemporary visual and performing art forms as created by Chicanx and Latinx artists. • Assess interprets and analyzes the contributions of Chicanx and Latinx people to American art forms. • Identify stereotypical misconceptions regarding the artistic and intellectual capacities of the Chicano/a and Latino/a in the creative arts.	• Develop fundamental skills necessary to assess, interpret and analyze art. • Develop and use interpretive skills to analyze the historical and social development of the Chicano/a/x and Latino/a/x experiences as depicted in various art fields. • Assess the importance of values, beliefs, customs, and traditions reflected in the various fields of art by Chicano/a/x and Latino/a/x artists. • Compare and contrast modern and contemporary visual and performing art forms as created by Chicano/a/x and Latino/a/x artists. • Assess interprets and analyzes the contributions of Chicanx and Latinx people to American art forms. • Identify stereotypical misconceptions regarding the artistic and intellectual capacities of the Chicano/a/x and Latino/a/x in the creative arts.

Changed	Field	Current Version	Proposed Version
❗	CSLOs	CSLOs Distinguish, understand and evaluate the principals, qualities and characteristics of the politically-based themes found within Chicax and Latinx Art.	CSLOs Distinguish, understand and evaluate the principals, qualities and characteristics of the politically-based themes found within Chicano/a/x and Latino/a/x Art.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Distinguish and understand the concept rascuachismo and assess its impact on the sense of aesthetics within Chicax and Latinx Art.	CSLOs Distinguish and understand the concept rascuachismo and assess its impact on the sense of aesthetics within Chicano/a/x and Latino/a/x Art.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Gain experience by researching and engaging with local organizations which offer events that center and support Latinx artists.	CSLOs Research and engage with local organizations that support and promote Chicana/o/x and Latina/o/x artists through participation in community-based arts and cultural events.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline



Course Content

1. Develop fundamental skills necessary to assess, interpret and analyze art.
 1. Identify and describe the language of art
 1. Elements
 2. Composition
 3. Content
 2. Identify and describe the various forms of visual art
 1. Drawing
 2. Painting
 3. Printmaking
 4. Sculpture
 5. Architecture
 6. Camera art
 7. Crafts and design
 3. Identify and describe the various forms of performance art
 1. Performance Art
 2. Theater
 3. Music
 4. Identify and describe the historic purposes of Art
 1. Art as Religious expression
 2. Art as a Political statement
 3. Art as a collective statement
 4. Art as a statement of Gender
 5. Art as Individualistic/Personal expression
2. Develop and use interpretive skills to analyze the historical and social development of the Chicanx and Latinx experiences as depicted in various art fields
 1. Examine the historical syncretism in art
 1. The art of Native Indigenous cultures
 2. The art of Iberian European culture
 3. The artist creations of the Mestizo/Mulatto culture
 2. Examine the syncretism in music
 1. Indian - past and present
 2. Spanish - colonial influences
 3. Mestizo/Mulatto/Latino synthesis
 3. Examine the history of Theatre (teatro)
 1. Definitions and models
 2. Rituals and symbols
 4. Examine the history of Chicanx and Latinx film and camera art
 1. Definitions and formats
 1. Mainstream feature
 2. Documentaries
 3. Short films
 2. Influence of Mexican and Latina American Cinema
 3. Chicano/a and films
 4. Latino/a and film
 5. Examine the history of Pre-Columbian, Colonial Spanish, Mexican and Latin American literature and relative forms
 1. Poetry
 2. Novel
 3. Folklore
3. Assess the importance of values, beliefs, customs, and traditions reflected in the various fields of art by Chicanx and Latinx artists.
 1. Cultural Patterns in art

1. Develop fundamental skills necessary to assess, interpret and analyze art.
 1. Identify and describe the language of art
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 2. Composition
 3. Content
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 1. Poetry
 2. Novel
 3. Folklore
3. Assess the importance of values, beliefs, customs, and traditions reflected in the various fields of art by Chicano/a/x and Latino/a/x artists.

1. Values 2. Beliefs 3. Norms 2. Religion in art 1. Rituals 2. Symbols and shrines 3. Images and iconography 3. Social institutions and related traditions in art 1. Family - Extended 2. Tribe, Clan, Gang 1. Rites and rituals 2. Turf and territory 3. Recognition and Identity 4. In-group/ out-group 3. Political Institutions 1. Art as a political tool 2. Art produced as a result of involvement with the justice system 3. Art produced in support or opposition of political policies 4. Art produced for community education/unity 4. Economic Institutions 1. Participation with the labor system 2. Employment and work-related 3. Legal condition associated with work 4. The interrelationship of traditional art forms and economic systems 4. Compare and contrast modern and contemporary visual and performing art forms as created by Chicanx and Latinx artists. 1. Analyze and interpret contemporary public visual art formats 1. Mural and poster art 2. Tagging and graffiti 3. Adaptation of Mexican Rasquachismo 4. Vehicle art 5. Artifactual codes and works 6. Camera art subject/composition and themes 1. Anthropological and Folkloric 2. Political Discontent and Reform 3. Literary, Musical, and Artistic 4. Undocumented Workers, Farm laborers, and Migrant Workers 5. The Liberated Male 6. Documentaries, Short Films, and Videos by Chicanas 7. Documentaries, Short Films, and Videos by the Lesbian, Bisexual, Gay and Transgender Chicano/a and Latino/a artist 2. Analyze the evolution of performing arts 1. Chicano music composition 1. Regional development - Urban versus rural	1. Cultural Patterns in art 1. Values 2. Beliefs 3. Norms 2. Religion in art 1. Rituals 2. Symbols and shrines 3. Images and iconography 3. Social institutions and related traditions in art 1. Family - Extended 2. Tribe, Clan, Gang 1. Rites and rituals 2. Turf and territory 3. Recognition and Identity 4. In-group/ out-group 3. Political Institutions 1. Art as a political tool 2. Art produced as a result of involvement with the justice system 3. Art produced in support or opposition of political policies 4. Art produced for community education/unity 4. Economic Institutions 1. Participation with the labor system 2. Employment and work-related 3. Legal condition associated with work 4. The interrelationship of traditional art forms and economic systems 4. Compare and contrast modern and contemporary visual and performing art forms as created by Chicano/a/x and Latino/a/x artists. 1. Analyze and interpret contemporary public visual art formats 1. Mural and poster art 2. Tagging and graffiti 3. Adaptation of Mexican Rasquachismo 4. Vehicle art 5. Artifactual codes and works 6. Camera art subject/composition and themes 1. Anthropological and Folkloric 2. Political Discontent and Reform 3. Literary, Musical, and Artistic 4. Undocumented Workers, Farm laborers, and Migrant Workers 5. The Liberated Male 6. Documentaries, Short Films, and Videos by Chicanas 7. Documentaries, Short Films, and Videos by the Lesbian, Bisexual, Gay and Transgender Chicano/a and Latino/a artist 2. Analyze the evolution of performing arts 1. Chicano music composition

Changed	Field	Current Version	Proposed Version
		2. Traditional folkloric 3. Progressive/Transitional 4. Pan-Ethnic/Intercultural influences 5. Contemporary 6. La voz de la mujer - the women's voice in music 2. Theatre composition 1. Folk La carpas - social satire 2. EPIC and Guerilla theatre - art for a purpose 3. Urban themes 4. Feminist themes 5. Assess interprets and analyzes the contributions of Chicanx and Latinx people to American art forms. 1. Examine the major works of key Chicano/a and Latino/a artists recognized by mainstream America 2. Examine the major trends and themes originating from Chicano/a and Latino/a visual and performing arts within mainstream American Art. 6. Identify stereotypical misconceptions regarding the artistic and intellectual capacities of the Chicano/a and Latino/a in the creative arts. 1. Examine the surface views that appear to prevail about Chicanx and Latinx artists 1. Simplistic stereotypes 2. Character types 3. Images and representations 2. Examine the biases that have created these misrepresentations. 1. Ethnocentrism 2. Racism, and sexism	1. Regional development - Urban versus rural 2. Traditional folkloric 3. Progressive/Transitional 4. Pan-Ethnic/Intercultural influences 5. Contemporary 6. La voz de la mujer - the women's voice in music 2. Theatre composition 1. Folk La carpas - social satire 2. EPIC and Guerilla theatre - art for a purpose 3. Urban themes 4. Feminist themes 5. Assess interprets and analyzes the contributions of Chicanx and Latinx people to American art forms. 1. Examine the major works of key Chicano/a and Latino/a artists recognized by mainstream America 2. Examine the major trends and themes originating from Chicano/a and Latino/a visual and performing arts within mainstream American Art. 6. Identify stereotypical misconceptions regarding the artistic and intellectual capacities of the Chicano/a and Latino/a in the creative arts. 1. Examine the surface views that appear to prevail about Chicanx and Latinx artists 1. Simplistic stereotypes 2. Character types 3. Images and representations 2. Examine the biases that have created these misrepresentations. 1. Ethnocentrism 2. Racism, and sexism
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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	Assignment A. Reading assignments: Critical reading of textbooks, journals, magazines, newspapers, supplemental and library source material
❗	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment B. 2. Directed term paper to analyze and synthesize a major issue relative to a major work depicting significant aspects of Chicano/a/x and Latino/a/x Art based on research and personal experience.
❗	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation D. Final exam to evaluate mastery of key terms and concepts, and assess analytical skills pertaining to an examination of Chicano/Latinx arts. A rubric and examples will guide students for this final exam.

Changed	Questions	Current Version	Proposed Version
❗	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments C. Collaborative group work where students will organize, prepare and present a major work related to Chicano/a/x and Latino/a/x Art and demonstrate clarity, mechanics, and analytical quality of both written and oral work. Sharing their work with their peers will allow for peer feedback and appreciation.
❗	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments B. 1. Critical thinking essays with answers to be based on class materials, discussions and readings for emphasis of synthesis and interrelating concepts

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

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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

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
	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 B. Develop and use interpretive skills to analyze the historical and social development of the Chicano/a/x and Latino/a/x experiences as depicted in various art fields.
!	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments C. Collaborative group work where students will organize, prepare and present a major work related to Chicano/a/x and Latino/a/x Art and demonstrate clarity, mechanics, and analytical quality of both written and oral work. Sharing their work with their peers will allow for peer feedback and appreciation. Methods of Evaluation B. Directed research term paper to apply critical thinking skills in analyzing either a major issue relative to or a major cinematic work depicting significant aspects of Chicano and Latino culture with bibliographic information. Methods of Evaluation C. Participation and contribution in classroom activities and discussion in which student abilities to interpret and process information will be applied.
!	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 D. Final exam to evaluate mastery of key terms and concepts, and assess analytical skills pertaining to an examination of Chicano/Latino arts. A rubric and examples will guide students for this final exam.

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 F. Identify stereotypical misconceptions regarding the artistic and intellectual capacities of the Chicano/a/x and Latino/a/x in the creative arts.
	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 B. Develop and use interpretive skills to analyze the historical and social development of the Chicano/a/x and Latino/a/x experiences as depicted in various art fields
	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 C. Collaborative group work where students will organize, prepare and present a major work related to Chicano/a/x and Latino/a/x Art and demonstrate clarity, mechanics, and analytical quality of both written and oral work. Sharing their work with their peers will allow for peer feedback and appreciation.

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)	CHLX 013	CHLX 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)	10/27/2020	06/16/2026
!	Hybrid Approval Date (MM/DD/YYYY)	No Value	06/16/2026
	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). -sw	- 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). -sw

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	
			4/11/2026	Basic Course Information	Course Description	Suggested	Consider revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y
			4/11/2026	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.	Y
			4/11/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do any assignments 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
			4/11/2026	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
!	Stage 4: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			04/24/26	Specifications	Primary Texts	Required	Hi Angelica! In order to maintain UC-transferability status, at least one primary text must be published within 7 years of the effective date of the course (this would be 2020 or more recent for courses effective Fall 2027). You can use that or any text published within the time frame. If there are no updated texts available, and a text that you are using is a classic Chicano Arts text that will not go out of style, you can use a text older than 2020 if you write "(Classic)" in parentheses after the title of the classic text. Thank you!	Y
	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	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	
			5/4/26	Basic Course Information	Mode of Delivery	Required	Please update your mode of delivery to include Hybrid since you attached a Hybrid Course request as an attachment. Your online form is correct.		y
!	Stage 8: SLO Coordinator	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	
			5/7/2026	Learning Outcomes#	CSLO	Required	Gain experience by researching and engaging with local organizations which offer events that center and support Latinx artists. Learning outcomes need to begin with a Bloom's taxonomy verb (https://www.deanza.edu/curriculum/guides/blooms.html) Suggestion: Research and engage with local organizations that support and promote Latinx artists through participation in community-based arts and cultural events.		y
	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	CHLXD013.
	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	CCC000238070

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

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
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
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	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 7: Dean of Online Learning
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	Angelica Esquivel Moreno
	Course ID (CB01A and CB01B)	CHLXD035.	CHLXD035.
	Course Control Number	CCC000340737	CCC000340737
!	Course Title (CB02)	Chicano/a, Latino/a Literature	~~Chicano/a, Latino/a~~ Chicanx and Latinx Literature
	Short Course Title	CHICANO/A, LATINO/A LITERATURE	CHICANO/A, LATINO/A LITERATURE
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	CHLX - Chicanx/Latinx Studies	CHLX - Chicanx/Latinx Studies
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course will survey Chicano/a, Latino/a literature in its various forms, with an emphasis on contemporary authors, from the 1940s to the present.	This course will survey Chicanx and Latinx literature in its various forms, with an emphasis on contemporary authors, from the 1940s to the present. Students will explore how Chicanx and Latinx people have used creative writing to reflect upon and write about their experiences living within the United States. The primary texts share many themes: transnational connection between life in their native country and life in the US; resistance to changing conceptions of identity; gender and class tensions within Chicanx and Latinx communities; and the political nature not just of work, but also of home life. Students will read a few seminal novels, short stories and poems, and learn what it means to undertake close literary readings written by Chicanx and Latinx authors.

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	Lower Division	Lower Division
❗	Mode of Delivery	Hybrid	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	Chicano Studies
	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	(Formerly ICS D035.)	(Formerly ICS D035.)

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 CSU/UC transferable. It belongs on the Intercultural Studies Certificate of Achievement-Advanced and A.A. Degree. It was developed to provide students with a unique overview of the various literary styles, elements, and expressions found in Chicano/a and Latino/a experience in the U.S.	This course meets a general education requirement for De Anza, and Cal-GETC and is CSU/UC transferable. It belongs on the Intercultural Studies Certificate of Achievement-Advanced and A.A. Degree. It was developed to provide students with a unique overview of the various literary styles, elements, and expressions found in Chicano/a and Latino/a experience in the U.S.

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

Cross-listed Course			
Changed	Field	Current Version	Proposed Version
	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>Within all of these sections, we include student choice, agency, and critical thinking as well as exploration. Course description is student-centered and explains the skills and abilities students will gain. Does not include an OER textbook because there are none available, but uses online readings and media to provide various resources. The text available does provide inclusive language and explanation of terminology specific to CHLX course and community. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation). Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning.</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
	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	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 (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

Changed Field

Current Version

Proposed Version

Associated Program Social Justice Studies: General Studies for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Social Justice Studies: General Studies for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Spanish Language and Culture

Award Type Certificate of Achievement (COA)

Associated Program Spanish Language and Culture

Award Type Certificate of Achievement (COA)

Associated Program Spanish Language and Culture (In Development)

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

Associated Program Spanish Language and Culture (In Development)

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

Associated Program Spanish Language and Culture (In Development)

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

Associated Program Spanish Language and Culture (In Development)

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

Associated Program Spanish for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Spanish for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program World Languages and Culture

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

Associated Program World Languages and Culture

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

Changed	Field	Current Version	Proposed Version
		Associated Program World Languages and Culture Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program World Languages and Culture Award Type Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options															
Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3B - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3B - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3B - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3B - Approved.	-	No value
		System/Institution	Cal-GETC												
		Area(s)	CA3B - Approved.												
		-	No value												
		System/Institution	Cal-GETC												
		Area(s)	CA3B - Approved.												
	-	No value													
	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value	
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	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	<table><tr><td>Methods of Instruction</td><td></td></tr><tr><td>Methods of Instruction</td><td>Lecture and visual aids Guest speakers Collaborative projects</td></tr></table>	Methods of Instruction		Methods of Instruction	Lecture and visual aids Guest speakers Collaborative projects	<table><tr><td>Methods of Instruction</td><td>Methods of Instruction</td></tr><tr><td>Methods of Instruction</td><td>Lecture and visual aids Guest speakers Collaborative projects Collaborative learning and small group exercises/discussions In-class writing</td></tr></table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Lecture and visual aids Guest speakers Collaborative projects Collaborative learning and small group exercises/discussions In-class writing
Methods of Instruction											
Methods of Instruction	Lecture and visual aids Guest speakers Collaborative projects										
Methods of Instruction	Methods of Instruction										
Methods of Instruction	Lecture and visual aids Guest speakers Collaborative projects Collaborative learning and small group exercises/discussions In-class writing										



Assignments

1. Reading

1. Assigned readings from college level texts and other sources
2. Suggested supplemental readings

2. Writing

1. Analytical writings on selected literary texts and critical materials
2. Reflective writing through personal journal, demonstrating ability to analyze and evaluate issues discussed in class
3. Creative writing modeled on works studied in class
4. Other writing, including thematic essays, quizzes on readings, and reviews

3. Oral presentations

1. Individual and panel presentations on major works and critical materials
2. Panel presentations on assigned class topics

4. Observing, viewing, and listening

1. Attendance at cultural and literary events
2. Films, videotapes and television programs
3. Audio recordings, radio programs
4. Interviews of family and community members
5. Speakers in class

5. Library research

1. Bibliographies
2. Reference materials for literary criticism
3. Journals

1. Reading

1. Assigned readings from college-level texts and other sources
2. Suggested supplemental readings

2. Writing

1. Analytical writings on selected literary texts and critical materials
2. Reflective writing through a personal journal, demonstrating the ability to analyze and evaluate issues discussed in class
3. Creative writing modeled on works studied in class, where students can choose how they show proficiency in the material
4. Other writing, including thematic essays, quizzes on readings, and reviews
5. Engage with feedback on writing from the professor, peers, and self.

3. Oral presentations

1. Individual and panel presentations on major works and critical materials
2. Panel presentations on assigned class topics
3. Work in collaboration with other peers

4. Observing, viewing, and listening

1. Attendance at cultural and literary events
2. Films, videotapes and television programs
3. Audio recordings, radio programs
4. Interviews of family and community members
5. Speakers in class

5. Library research

1. Bibliographies
2. Reference materials for literary criticism

Changed **Field**

Current Version

Proposed Version

3. Journals

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. Midterm and final examination with comprehensive essay questions requiring formulation of conceptual relationships to relate information, issues and themes discussed in class materials. 2. Analytical and interpretive paper on selected literary work, including a preliminary outline for paper. Evaluation will include demonstrated ability to synthesize information. 3. Prepare and conduct Oral Presentations to evaluate ability to critically analyze key concepts, events and issues and demonstrate ability to synthesize information. 4. Review of reflective and creative writing, demonstrating	Methods of Evaluation 1. Midterm and final examination with comprehensive essay questions requiring formulation of conceptual relationships to relate information, issues, and themes discussed in class materials. 2. Analytical and interpretive paper on selected literary work, including a preliminary outline for the paper. Evaluation will include demonstrated ability to synthesize information. The evaluator will provide examples of strong papers and include a rubric to guide students. 3. Prepare and conduct Oral Presentations to evaluate ability to critically analyze key concepts, events and issues and demonstrate ability to

Changed	Field	Current Version	Proposed Version
		ability to analyze and synthesize information from observation and participation in events 5. Conduct Library research work to evaluate ability to critically analyze key primary and secondary sources on historical events and issues and to demonstrate ability to synthesize information.	synthesize information. 4. Review of reflective and creative writing, demonstrating ability to analyze and synthesize information from observation and participation in events 5. Conduct Library research work to evaluate ability to critically analyze key primary and secondary sources on historical events and issues and to demonstrate ability to synthesize information.
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • None



Examples of Primary Texts and References

Title	No value
Author	Ilan Stavans, Edna Belen Acosta, Harold Augenbraum. The Norton Anthology of Latino Literature, W.W. Norton, 2010.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Herrera Sobek, Maria, and H. M. Viramontes, eds. Chicana Creativity and Criticism: Charting New Frontiers in American Literature. University of New Mexico Press, 1996.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Limon, Graciela, The River Flows North, Arte Publico Press 2009
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Mexican American Literature: A Portable Anthology (Classic)
Author	Gilb, D., R. A. Gilb
Publisher	Macmillan
Date/Edition	2016
ISBN	No value

Title	Chicana Creativity and Criticism: Charting New Frontiers in American Literature (Classic)
Author	Herrera Sobek, Maria, and H. M. Viramontes, eds.
Publisher	Herrera Sobek, University of New Mexico Press
Date/Edition	1996
ISBN	No value

Title	Native Country of the Heart: A Memoir
Author	Moraga, Cherrie
Publisher	Farrar, Straus and Giroux
Date/Edition	2019
ISBN	No value

Changed Field

Current Version

Proposed Version

Title	No value
Author	Augenbraum, Harold and Margarite Fernandez Olmos. The Latino Reader. Boston: Houghton Mifflin Company. 1997
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Luis Alberto Urrea. The House of Broken Angels, Little, Brown and Company. 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The Latino Reader: Essential Anthology of Hispanic Books and American Literature – Five Centuries of Voices (Classic)
Author	Augenbraum, Harold, and Fernandez Olmos, Margarite
Publisher	Boston: Houghton Mifflin Company
Date/Edition	1997
ISBN	No value

Title	The House of Broken Angels
Author	Urrea, Luis Alberto
Publisher	Little, Brown and Company
Date/Edition	2019
ISBN	No value

Title	House on Mango Street (Classic)
Author	Cisneros, Sandra
Publisher	Vintage
Date/Edition	1991
ISBN	No value

Title	The Norton Anthology of Latino Literature (Classic)

Changed Field

Current Version

Proposed Version

Author	Ilan Stavans, Edna Belen Acosta, Harold Augenbraum

Publisher	W.W. Norton

Date/Edition	2010

ISBN	No value

Title	Postcolonial Love Poem: Poems

Author	Diaz, Natalie

Publisher	Graywolf Press

Date/Edition	2020

ISBN	No value

**Suggested
Reading List**

No value

Reading List Alba, Cutler John, Disappeared Men: Chicana/o Authenticity and the American War in Viet Nam, American Literature Volume 81 Number 3, September 2009

May include, but are not limited to No value

Reading List Aldama, Frederick Luis, Spilling the Beans in Chicanolandia: Conversations with Writers and Artists, University of Texas Press, 2006

May include, but are not limited to No value

Reading List Anaya, Rudolfo. Bless Me, Ultima. Warner Books Edition, 1994

May include, but are not limited to No value

Reading List Alonso, Juan J.,
Badmen, Bandits, and
Folk Heroes, The
Ambivalence of Mexican
American Identity in
Literature and Film, The
University of Arizona
Press 2008.

**May
include,
but are
not
limited
to** No value

Reading List Alvarez, Luis Alberto,
"The Power of the Zoot:
Race, Community, and
Resistance in American
Youth Culture", PhD.
Dissertation, University
of Texas 2006

**May
include,
but are
not
limited
to** No value

Reading List Augenbraum, Harold,
and I. Stavans, eds.
Growing Up Latino.
Houghton Mifflin, 1993.

**May
include,
but are
not
limited
to** No value

Reading List Beebe, Rose Marie and Robert M. Senkewicz, Testimonios: Early California Through the Eyes of Women, 1815-1848, Heyday Books, 2006

May include, but are not limited to No value

Reading List Corpi, Luha, Cactus Blood, A Gloria Damasco Mystery, Arte Publico Press, 2009

May include, but are not limited to No value

Reading List Fetta, Stephanie, The Chicano/Latino Literary Prize, An Anthology of Prize-winning Fiction, Poetry and Drama, Arte Publico Press, 2008

May include, but are not limited to No value

Reading List Hernandez, Ellie D. Postnationalism in Chicana(o) Literature and Culture, University of Texas Press 2009

Changed Field

Current Version

Proposed Version

**May
include,
but are
not
limited
to** No value

**Reading
List** Castillo, Debra, and
Maria Socorro
Tabuenca, Border
Women: Writing from La
Frontera, University of
Minnesota Press 2002

**May
include,
but are
not
limited
to** No value

**Reading
List** Kanellos, Nicolas,
Hispanic Literature of
the United States: A
Comprehensive
Reference Greenwood
Press, 2005

**May
include,
but are
not
limited
to** No value

**Reading
List** Dalleo, Raphael and
Elena Machado Saez,
The Latino/a Canon and
the Emergence of Post-
sixties Literature,
Palgrave Macmillan
2007

Changed Field

Current Version

Proposed Version

**May
include,
but are
not
limited
to** No value

**Reading
List** Lopez, Tiffany Ana, ed.
Growing Up Chicana/o.
Avon Books, 1993.

**May
include,
but are
not
limited
to** No value

**Reading
List** Mayock, Ellen C. The
Bicultural Construction
of Self in Cisneros,
Alvarez, and Santiago
Bilingual Review/ La
Revista Bilingue 23.3
1998

**May
include,
but are
not
limited
to** No value

**Reading
List** Priewe, Marc, Writing
Transit: Refiguring
National Imaginaries in
Chicana/o Narratives
American Studies: A
monograph series, Vol.
140. Heidelberg
Germany

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Gonzalez, Ray, ed. Currents of the Dancing River. Contemporary Latino Fiction, Non Fiction and Poetry. Harcourt Brace, 1994.	
		May include, but are not limited to No value	
		Reading List Gutierrez, Ramon, and G. Padilla, eds. Recovering the Hispanic Literary Heritage. Arte Publico Press, 1993.	
		May include, but are not limited to No value	
		Reading List Hernandez Gutierrez, Manuel de Jesus. El colonialismo inferno en la narrative chicane: el Barrio, el Anti Barrio y el Exterior. Bilingual Press, 1994.	

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Kanellos, Nicolas, ed. Hispanic American Literature. Harper Collins, 1995.

May include, but are not limited to No value

Reading List Leon Portilla, Miguel. Pre Columbian Literatures of Mexico. University of Oklahoma Press, 1969.

May include, but are not limited to No value

Reading List Moraga, Cherrie, and G. Anzaldua, eds. This Bridge Called My Back. Persephone Press, 1981.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		Reading List Paredes, Americo, and R. Paredes, eds. Mexican American Authors. Houghton Mifflin, 1972. May include, but are not limited to	
		Reading List Rueda Esquibel, Catriona, With Her Machete in Her Hand: Reading Chicana Lesbians University of Teas Press, 2006 May include, but are not limited to	
		Reading List Ybarra-Frausto, Tomas and Poyo, Gerald E., eds., Recovering the U.S. Hispanic Literary Heritage Volume VII, Arte Publico Press, 2009 May include, but are not limited to	

Learning Outcomes

Changed	Field	Current Version	Proposed Version								
	Course Objectives	• Examine the historical and aesthetic perspectives of the arts and humanities through the study of Chicano/a, Latino/a literary works • Assess the historical development of the Chicano/a, Latino/a literary tradition. • Examine the diversity in literary production by Chicano/a, Latino/a authors • Compare contemporary approaches to literary criticism and evaluate major trends and applications to Chicano/a, Latino/a literature • Analyze and compare a selection of literary works by contemporary authors • Analyze the formal qualities of literary texts and examine their relationship to the broader social, cultural, and political context of the times • Evaluate the relevance of literary works to the student's own life	• Examine the historical and aesthetic perspectives of the arts and humanities through the study of Chicano/a/x and Latino/a/x literary works • Assess the historical development of the Chicano/a/x and Latino/a/x literary tradition. • Examine the diversity in literary production by Chicano/a/x and Latino/a/x authors • Compare contemporary approaches to literary criticism and evaluate major trends and applications to Chicano/a/x and Latino/a/x literature • Analyze and compare a selection of literary works by contemporary authors • Analyze the formal qualities of literary texts and examine their relationship to the broader social, cultural, and political context of the times • Evaluate the relevance of literary works to the student's own life								
	CSLOs	<table><tr><td>CSLOs</td><td>Analyze and evaluate Chicano/a, Latino/a literature in the sociocultural context of Latino and American literary traditions.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Analyze and evaluate Chicano/a, Latino/a literature in the sociocultural context of Latino and American literary traditions.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Analyze and evaluate Chicano/a/x, Latino/a/x literature in the sociocultural context of Latinx and American literary traditions.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Analyze and evaluate Chicano/a/x, Latino/a/x literature in the sociocultural context of Latinx and American literary traditions.	Expected SLO Performance	0.0
CSLOs	Analyze and evaluate Chicano/a, Latino/a literature in the sociocultural context of Latino and American literary traditions.										
Expected SLO Performance	0.0										
CSLOs	Analyze and evaluate Chicano/a/x, Latino/a/x literature in the sociocultural context of Latinx and American literary traditions.										
Expected SLO Performance	0.0										

Course Outline



**Course
Content**

1. Examine the historical and aesthetic perspectives of the arts and humanities through the study of Chicano/a, Latino/a literary works
 1. The arts and humanities as a medium for examining human experience and artistic expression
 2. Literature and the study of writers and their works in a cultural and historical context
 3. Value systems of diverse cultures and multiple perspectives in the study of artistic and literary expression
2. Assess the historical development of the Chicano/a, Latino/a literary tradition.
 1. A chronology of Chicano/a, Latino/a literature
 2. Recovering a literary heritage
 3. The relationship of Chicano/a literature to American, Latino, Mexican, Latin-American, Spanish, and Pre-Columbian literary traditions
 4. Defining and creating a literary canon
3. Examine the diversity in literary production by Chicano/a, Latino/a authors
 1. Regional varieties
 2. Diversity in language use
 3. Poetry
 4. Novel
 5. Short fiction
 6. Theatre
 7. Oral tradition
 8. Essay
 9. Narratives
4. Compare contemporary approaches to literary criticism and evaluate major trends and applications to Chicano/a, Latino/a literature

1. Examine the historical and aesthetic perspectives of the arts and humanities through the study of Chicano/a/x and Latino/a/x literary works
 1. The arts and humanities as a medium for examining human experience and artistic expression
 2. Literature and the study of writers and their works in a cultural and historical context
 3. Value systems of diverse cultures and multiple perspectives in the study of artistic and literary expression
2. Assess the historical development of the Chicano/a/x and Latino/a/x literary tradition.
 1. A chronology of Chicano/a/x and Latino/a/x literature
 2. Recovering a literary heritage
 3. The relationship of Chicano/a literature to American, Latino, Mexican, Latin-American, Spanish, and Pre-Columbian literary traditions
 4. Defining and creating a literary canon
3. Examine the diversity in literary production by Chicano/a/x and Latino/a/x authors
 1. Regional varieties
 2. Diversity in language use
 3. Poetry
 4. Novel
 5. Short fiction
 6. Theatre
 7. Oral tradition
 8. Essay
 9. Narratives
4. Compare contemporary approaches to literary criticism and evaluate major trends and applications to Chicano/a/x and Latino/a/x literature
 1. Modernism and postmodernism, Marxism,

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

-
1. Modernism and postmodernism, Marxism, feminism, new historicism, formalism, etc. 2. Joseph Sommer's and Salazar Parr's frameworks for analysis 3. Major current trends in Chicano/a literary criticism 1. Formalist 2. Socio cultural 3. Archetypal 4. Comparativist 5. Thematics 6. Stylistics 7. Eclectic 5. Analyze and compare a selection of literary works by contemporary authors 1. Works written originally in English or Spanish 2. Works from various regions 3. Works representing various genres 4. Works from Chicano/a and Latino/a authors 6. Analyze the formal qualities of literary texts and examine their relationship to the broader social, cultural, and political context of the times 1. Structure and plot, characterization, setting, symbolism, themes, etc. 2. Author's life and works 3. Literary movements, political and societal context 7. Evaluate the relevance of literary works to the student's own life 1. Folk tales and storytelling traditions from student's own background 2. Student's creative writings as sources for literary analysis and comparisons to themes and techniques of works analyzed in class	- feminism, new historicism, formalism, etc. 2. Joseph Sommer's and Salazar Parr's frameworks for analysis 3. Major current trends in Chicano/a literary criticism 1. Formalist 2. Socio-cultural 3. Archetypal 4. Comparativist 5. Thematics 6. Stylistics 7. Eclectic 5. Analyze and compare a selection of literary works by contemporary authors 1. Works written originally in English or Spanish 2. Works from various regions 3. Works representing various genres 4. Works from Chicano/a/x and Latino/a/x authors 6. Analyze the formal qualities of literary texts and examine their relationship to the broader social, cultural, and political context of the times 1. Structure and plot, characterization, setting, symbolism, themes, etc. 2. Author's life and works 3. Literary movements, political and societal context 7. Evaluate the relevance of literary works to the student's own life 1. Folk tales and storytelling traditions from student's own background 2. Student's creative writings as sources for literary analysis and comparisons to themes and techniques of works analyzed in class
-

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
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Outline 1. Examine the historical and aesthetic perspectives of the arts and humanities through the study of Chicano/a/x and Latino/a/x literary works
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments B. 1. Analytical writings on selected literary texts and critical materials Assignments B. 2. Reflective writing through personal journal, demonstrating ability to analyze and evaluate issues discussed in class

Changed	Questions	Current Version	Proposed Version
❗	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation D. Review of reflective and creative writing, demonstrating ability to analyze and synthesize information from observation and participation in events
❗	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation D. Review of reflective and creative writing, demonstrating ability to analyze and synthesize information from observation and participation in events
❗	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Outline C. Examine the diversity in literary production by Chicano/a/x and Latino/a/x authors

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

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 historical and aesthetic perspectives of the arts and humanities through the study of Chicano/a/x and Latino/a/x literary works
	❗ 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. Midterm and final examination with comprehensive essay questions requiring formulation of conceptual relationships to relate information, issues and themes discussed in class materials. Methods of Evaluation C. Prepare and conduct Oral Presentations to evaluate ability to critically analyze key concepts, events and issues and demonstrate ability to synthesize information. Assignments C. 3. Work in collaboration with other peers

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	Assignments B. 2. Reflective writing through personal journal, demonstrating ability to analyze and evaluate issues discussed in class
	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 C. Examine the diversity in literary production by Chicano/a/x and Latino/a/x authors
	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 D. Compare contemporary approaches to literary criticism and evaluate major trends and applications to Chicano/a/x and Latino/a/x literature

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 G. Evaluate the relevance of literary works to the student's own life Outline G. 2. Student's creative writings as sources for literary analysis and comparisons to themes and techniques of works analyzed in class

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)	CHLX 035	CHLX 035
	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	06/16/2026
!	Hybrid Approval Date (MM/DD/YYYY)	10/29/2019	06/16/2026
	Curriculum Office Notes	- Requisite change appr. 1/17/23 (effect. F23).-cc - Course number change appr. 5/30/23 (effect. F24.) - mkct - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw	- Requisite change appr. 1/17/23 (effect. F23).-cc - Course number change appr. 5/30/23 (effect. F24.) - mkct - Cal-GETC/DA GE and 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						Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 3: DEI	No Value							
			Date	Tab	Part - Field	Type of Edit	Edit		
							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.		
			4/11/2026	Specifications	Examples of Primary Texts and References	Suggested			Y

Changed	Questions	Current Version	Proposed Version

		4/11/2026	SpecificationsAssignmentsSuggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (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

Changed	Questions	Current Version	Proposed Version

4/11/2026	Specifications	Methods of Evaluation	Suggested 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

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 4: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			04/24/26	Specifications	Primary Texts	Required	In order to maintain UC-transferability, at least one primary text must be published within 7 years of the effective date of the course. This would be 2020 for courses effective Fall 2027. Please replace a textbook with an updated text, or if you are using Classic Texts that will maintain longevity, please indicate by putting "(Classic)" at the end of the Title(s)	
	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					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 7: Dean of Online Learning	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			5/2/26	Basic Course Information	Mode of Delivery	Required	Please update your mode of delivery to include Online since you attached an Online Course request as an attachment. Your hybrid form is correct.	y
	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	CHLXD035.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	May 30, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2025 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000340737

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Faculty Requirements	Discipline 2
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Learning Outcomes	Course Objectives
Course Outline	Lab Component in this Course
Course Outline	Lab Outline
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
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	- Abeer Alameer - Pape, Mary	Sukhjot Singh
	Course ID (CB01A and CB01B)	CISD006.	CISD006.
	Course Control Number	CCC000005036	CCC000005036

Changed	Field	Current Version	Proposed Version
	Course Title (CB02)	Introduction to Data Communication and Networking	Introduction to Data Communication and Networking
	Short Course Title	INTRO DATA COM/NTWRKNG	INTRO DATA COM/NTWRKNG
	TOP Code (CB03)	0707.10	0707.10 Computer Programming
	CIP Code	Computer Programming/Programmer, General	11.0201 Computer Programming/Programmer, General
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	Effective Term	Fall 2026	Fall ~~2026~~ <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	Course Description	This course provides a comprehensive introduction to the fundamental concepts of communication, data communications, and networking. It offers an overview of connectivity options, common protocols used in network communication and defines and contrasts local area networks (LANs) versus wide area networks (WANs).	This course provides a comprehensive introduction to the fundamental concepts of communication, data communications, and networking. Topics include connectivity options, communication protocols, and the comparison of local area networks (LANs) and wide area networks (WANs). The course also introduces network security concepts, cloud networking fundamentals, IPv6, and network troubleshooting techniques essential for modern network environments. Students apply networking concepts through practical examples and problem-solving activities to develop foundational skills for further study and industry certifications such as CompTIA Network+.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	- Online - Hybrid	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 2	Business	Computer Science
	Discipline 3	No value	No value
	FSA	FHDA FSA - CIS	FHDA FSA - CIS

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly CIS D066.)	(Formerly CIS D066.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU and UC transferable and is required for the Network Administration Associate of Arts Degree. It is a CTE course that teaches the basics of networking and communicating data across networks.	This course is CSU and UC transferable and is required for the Network Administration Associate of Arts Degree. It is a CTE course that teaches the basics of networking and communicating data across networks.

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

Course Philosophy			

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course			
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes

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

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

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

Foothill Equivalency			

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

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 providing students with equitable access to foundational knowledge in data communications and networking. Instruction incorporates multiple learning modalities, including lectures, discussions, applied exercises, and selected textbooks, to support students with diverse academic backgrounds and learning styles. Students explore real-world networking technologies and scenarios that are relevant across industries and communities, fostering inclusive participation and engagement. The course emphasizes accessibility of learning resources, collaborative problem solving, and practical skill development to prepare students for further study and careers in information technology and networking.</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

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
	Will the course be UC transferable?	Yes	Yes
	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

Course is part
of a program

**Associated
Program** Cybersecurity

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

**Associated
Program** Cybersecurity

**Award
Type** Certificate of Achievement
(COA)

**Associated
Program** Cybersecurity

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

**Associated
Program** Liberal Arts (Business and
Computer Information
Systems Emphasis)

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

**Associated
Program** Liberal Arts (Business and
Computer Information
Systems Emphasis)

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

**Associated
Program** Liberal Arts (Science,
Math and Engineering
Emphasis)

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

**Associated
Program** Liberal Arts (Science,
Math and Engineering
Emphasis)

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

**Associated
Program** Cybersecurity

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

**Associated
Program** Cybersecurity

**Award
Type** Certificate of Achievement
(COA)

**Associated
Program** Cybersecurity

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

**Associated
Program** Liberal Arts (Business and
Computer Information
Systems Emphasis)

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

**Associated
Program** Liberal Arts (Business and
Computer Information
Systems Emphasis)

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

**Associated
Program** Liberal Arts (Science,
Math and Engineering
Emphasis)

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

**Associated
Program** Liberal Arts (Science,
Math and Engineering
Emphasis)

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

Changed Field

Current Version

Proposed Version

Associated Program	Network Administration	Associated Program	Network Administration
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Network Administration	Associated Program	Network Administration
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Network Administration	Associated Program	Network Administration
Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
Associated Program	Network Administration	Associated Program	Network Administration
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Network Administration	Associated Program	Network Administration
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Network Basics	Associated Program	Network Basics
Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
Associated Program	Network Programming	Associated Program	Network Programming
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Network Programming	Associated Program	Network Programming

Changed	Field	Current Version		Proposed Version	
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Network Programming	Associated Program	Network Programming
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Network Programming	Associated Program	Network Programming
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Programming in Python	Associated Program	Programming in Python
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Programming in Python	Associated Program	Programming in Python
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Systems Programming	Associated Program	Systems Programming
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Systems Programming	Associated Program	Systems Programming
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Systems Programming	Associated Program	Systems Programming

Changed	Field	Current Version		Proposed Version	
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Systems Programming	Associated Program	Systems Programming
		Award Type	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	5		5	
	Lecture Hours - Out of Class	10		10	
	Laboratory Hours - In Class	0		0	
	Laboratory Hours - Out of Class	0		0	
	NA Hours - In Class	0		0	
	NA Hours - Out of Class	0		0	

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12

Changed	Field	Current Version	Proposed Version
	Total Lecture Hours per Term	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

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

Specifications

Changed	Field	Current Version	Proposed Version								
	Methods of Instruction	<table><tr><td>Methods of Instruction</td><td>Methods of Instruction</td></tr><tr><td>Methods of Instruction</td><td>Lecture and visual aids Discussion of assigned reading Homework and extended projects</td></tr></table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Homework and extended projects	<table><tr><td>Methods of Instruction</td><td>Methods of Instruction</td></tr><tr><td>Methods of Instruction</td><td>Lecture supported by visual aids and demonstrations of networking concepts and technologies. Discussion of assigned readings related to data communications, protocols, and network architectures. Homework and extended projects that allow students to apply networking concepts and analyze real-world scenarios.</td></tr></table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Lecture supported by visual aids and demonstrations of networking concepts and technologies. Discussion of assigned readings related to data communications, protocols, and network architectures. Homework and extended projects that allow students to apply networking concepts and analyze real-world scenarios.
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Changed	Field	Current Version	Proposed Version
	Assignments	1. Required readings from text 2. 3-4 Homework Assignments or Applets requiring writing descriptions or executing applets requiring synthesis of knowledge of networking topics covered in the course.	1. Reading - Required readings covering data communication concepts, protocols, and network architectures. 2. Written / Analytical Work - Homework assignments requiring written explanations and analysis of networking technologies and concepts. 3. Applied Activities - Applet-based or simulation-based exercises requiring students to apply networking concepts, configure scenarios, and analyze outcomes.

Changed Field

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation** Methods of Evaluation

**Methods
of
Evaluation** Methods of Evaluation

- Methods
of
Evaluation**
1. Homework
Assignments -
Evaluation based
on correctness and
completion of
assignments
demonstrating
understanding of
networking
technologies and
concepts.
 2. Midterm
Examinations -
One or two
midterm exams
assessing the
ability to compare,
identify, and apply
networking
concepts,
protocols, and
architectures.
 3. Final Examination -
Comprehensive
final exam
evaluating mastery
of LAN, WAN, and
Internet networking
technologies
through written
responses and/or
applied exercises.

Changed	Field	Current Version	Proposed Version
		Methods of Evaluation 1. Homework assignments will be graded for correct descriptions of networking technology and/or applet execution demonstrating ability to correctly compare, identify, and/or apply the needed component, protocol, network architecture, or application. Evaluated on correctness and completion. 2. One or two mid-term exams involving writing descriptions and/or applet execution demonstrating ability to compare, identify, and/or apply the needed LAN, WAN, and Internet networking technology. Evaluated on correctness and completion. 3. A comprehensive final exam involving writing descriptions and/or applet execution demonstrating ability to compare, identify, and/or apply the needed LAN, WAN, and Internet networking technology. Evaluated on	

Changed	Field	Current Version	Proposed Version																																								
		correctness and completion.																																									
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None Essential College Facilities: • None	Essential Student Materials: • None Essential College Facilities: • None																																								
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>"Data Communications and Computer Networks: A Business User's Approach"</td></tr><tr><td>Author</td><td>Curt White</td></tr><tr><td>Publisher</td><td>Cengage</td></tr><tr><td>Date/Edition</td><td>Mar 28, 2022/9th</td></tr><tr><td>ISBN</td><td>978-0357504406</td></tr></table> <table><tr><td>Title</td><td>Data Communications and Networking with TCP/IP Protocol Suite ISE</td></tr><tr><td>Author</td><td>Behrouz Forouzan</td></tr><tr><td>Publisher</td><td>McGraw Hill</td></tr><tr><td>Date/Edition</td><td>Jan1,2021/6th Edition</td></tr><tr><td>ISBN</td><td>978-1260597820</td></tr></table>	Title	"Data Communications and Computer Networks: A Business User's Approach"	Author	Curt White	Publisher	Cengage	Date/Edition	Mar 28, 2022/9th	ISBN	978-0357504406	Title	Data Communications and Networking with TCP/IP Protocol Suite ISE	Author	Behrouz Forouzan	Publisher	McGraw Hill	Date/Edition	Jan1,2021/6th Edition	ISBN	978-1260597820	<table><tr><td>Title</td><td>"Data Communications and Computer Networks: A Business User's Approach"</td></tr><tr><td>Author</td><td>Curt White</td></tr><tr><td>Publisher</td><td>Cengage</td></tr><tr><td>Date/Edition</td><td>Mar 28, 2022/9th</td></tr><tr><td>ISBN</td><td>978-0357504406</td></tr></table> <table><tr><td>Title</td><td>Data Communications and Networking with TCP/IP Protocol Suite ISE</td></tr><tr><td>Author</td><td>Behrouz Forouzan</td></tr><tr><td>Publisher</td><td>McGraw Hill</td></tr><tr><td>Date/Edition</td><td>Jan1,2021/6th Edition</td></tr><tr><td>ISBN</td><td>978-1260597820</td></tr></table>	Title	"Data Communications and Computer Networks: A Business User's Approach"	Author	Curt White	Publisher	Cengage	Date/Edition	Mar 28, 2022/9th	ISBN	978-0357504406	Title	Data Communications and Networking with TCP/IP Protocol Suite ISE	Author	Behrouz Forouzan	Publisher	McGraw Hill	Date/Edition	Jan1,2021/6th Edition	ISBN	978-1260597820
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	Suggested Reading List	No value	No value																																								

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Identify major components and application of networking. • Describe the basic network models, and compare and contrast them. • Describe the relation between data and signal and compare and contrast analog and digital signals. • Demonstrate how digital data and analog data can be converted to digital signal. • Demonstrate how digital data and analog data can be converted to analog signal. • Compare and contrast methods of bandwidth utilization such as multiplexing and spread spectrum. • Compare and contrast guided and unguided transmission media. • Compare and contrast different method of switching. • Describe telephone and cable Networks. • Describe different methods used for error detection and correction. • Describe the concepts of data link control such as framing, flow control, and error control. • Describe the rationale for multiple access control and compare and contrast different multiple access methods. • Categorize the architecture of different wired LANs and their applications. • Categorize the architecture of different wireless LANs and their applications. • Compare and contrast different connecting devices and their use in backbone and virtual networks. • Categorize the architecture of different wireless WANs and their applications. • Categorize the architecture of SONET network and its use in the Internet backbone. • Describe the architecture of virtual circuit networks such as Frame Relay and ATM.	• Identify major components and application of networking. • Describe the basic network models, and compare and contrast them. • Describe the relation between data and signal and compare and contrast analog and digital signals. • Demonstrate how digital data and analog data can be converted to digital signal. • Demonstrate how digital data and analog data can be converted to analog signal. • Compare and contrast methods of bandwidth utilization such as multiplexing and spread spectrum. • Compare and contrast guided and unguided transmission media. • Compare and contrast different method of switching. • Describe broadband and access networks • Describe different methods used for error detection and correction. • Describe the concepts of data link control such as framing, flow control, and error control. • Describe the rationale for multiple access control and compare and contrast different multiple access methods. • Categorize the architecture of different wired LANs and their applications. • Categorize the architecture of different wireless LANs and their applications. • Compare and contrast different connecting devices and their use in backbone and virtual networks. • Explore cloud networking fundamentals • Introduce network security concepts • Perform network troubleshooting

Changed	Field	Current Version	Proposed Version								
	CSLOs	<table><tr><td>CSLOs</td><td>Describe the various components, protocols, architectures, and applications of current communication and networking technologies, which are used in LANs, WANs, and the Internet.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Describe the various components, protocols, architectures, and applications of current communication and networking technologies, which are used in LANs, WANs, and the Internet.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Describe the various components, protocols, architectures, and applications of current communication and networking technologies, which are used in LANs, WANs, and the Internet.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Describe the various components, protocols, architectures, and applications of current communication and networking technologies, which are used in LANs, WANs, and the Internet.	Expected SLO Performance	0.0
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		<table><tr><td>CSLOs</td><td>Define the basic properties of the TCP/IP, local area, wide area, and fiber optic networks.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Define the basic properties of the TCP/IP, local area, wide area, and fiber optic networks.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Define the basic properties of the TCP/IP, local area, wide area, and fiber optic networks.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Define the basic properties of the TCP/IP, local area, wide area, and fiber optic networks.	Expected SLO Performance	0.0
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Expected SLO Performance	0.0										
Course Outline											

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Identify major components and application of networking. 1. Data Communication Systems 2. Networks 3. The Internet 4. Protocols and standards 2. Describe the basic network models, and compare and contrast them. 1. Layered tasks 2. The OSI model and its layers 3. TCP/IP Protocol suite and its layers 4. Addressing 3. Describe the relation between data and signal and compare and contrast analog and digital signals. 1. Analog signals 2. Digital Signals 3. Transmission impairment 4. Data rate limits 5. Performance 4. Demonstrate how digital data and analog data can be converted to digital signal. 1. Digital data to digital signal conversion 2. Analog data to digital signal conversion 5. Demonstrate how digital data and analog data can be converted to analog signal. 1. Digital data to analog signal conversion 2. Analog data to analog signal conversion 6. Compare and contrast methods of bandwidth utilization such as multiplexing and spread spectrum. 1. Multiplexing 2. Spread spectrum 7. Compare and contrast guided and unguided transmission media. 1. Guided media 2. Unguided media 8. Compare and contrast different method of switching. 1. Circuit switching 2. Packet switching 3. Virtual-circuit switching	1. Identify major components and application of networking. 1. Data Communication Systems 2. Networks 3. The Internet 4. Protocols and standards 2. Describe the basic network models, and compare and contrast them. 1. Layered tasks 2. The OSI model and its layers 3. TCP/IP Protocol suite and its layers 4. Addressing 5. IPv6 addressing and transition from IPv4 3. Describe the relation between data and signal and compare and contrast analog and digital signals. 1. Analog signals 2. Digital Signals 3. Transmission impairment 4. Data rate limits 5. Performance 4. Demonstrate how digital data and analog data can be converted to digital signal. 1. Digital data to digital signal conversion 2. Analog data to digital signal conversion 5. Demonstrate how digital data and analog data can be converted to analog signal. 1. Digital data to analog signal conversion 2. Analog data to analog signal conversion 6. Compare and contrast methods of bandwidth utilization such as multiplexing and spread spectrum. 1. Multiplexing 2. Spread spectrum 7. Compare and contrast guided and unguided transmission media. 1. Guided media 2. Unguided media 8. Compare and contrast different method of switching. 1. Circuit switching 2. Packet switching 3. Virtual-circuit switching 9. Describe telephone and cable Networks. 1. Telephone networks 2. DSL modems 3. Cable TV modems

Changed	Field	Current Version	Proposed Version
		9. Describe telephone and cable Networks. 1. Telephone networks 2. DSL modems 3. Cable TV modems 10. Describe different methods used for error detection and correction. 1. Error types 2. Linear block codes 3. Cyclic codes 4. Checksum 11. Describe the concepts of data link control such as framing, flow control, and error control. 1. Framing 2. Flow and error control 3. Protocols 4. HDLC 5. PPP 12. Describe the rationale for multiple access control and compare and contrast different multiple access methods. 1. Random access 2. Control access 3. Channelization 13. Categorize the architecture of different wired LANs and their applications. 1. Standard Ethernet 2. Fast Ethernet 3. Gigabit Ethernet 4. Ten-Gigabit Ethernet 14. Categorize the architecture of different wireless LANs and their applications. 1. IEEE 802.11 LANs 2. Bluetooth LANs 3. WiMAX 15. Compare and contrast different connecting devices and their use in backbone and virtual networks. 1. Connecting devices 2. Backbone LANs 3. Virtual LANs 16. Categorize the architecture of different wireless WANs and their applications. 1. Cellular telephony 2. Satellite networks 17. Categorize the architecture of SONET network and its use in the Internet backbone.	10. Describe broadband and access networks 1. Broadband access technologies 2. Fiber optic networks 3. Cellular and 5G networks 11. Describe the concepts of data link control such as framing, flow control, and error control. 1. Framing 2. Flow and error control 3. Protocols 4. HDLC 5. PPP 12. Describe the rationale for multiple access control and compare and contrast different multiple access methods. 1. Random access 2. Control access 3. Channelization 13. Categorize the architecture of different wired LANs and their applications. 1. Standard Ethernet 2. Fast Ethernet 3. Gigabit Ethernet 4. Ten-Gigabit Ethernet 14. Categorize the architecture of different wireless LANs and their applications. 1. IEEE 802.11 LANs 2. Bluetooth LANs 3. WiMAX 15. Compare and contrast different connecting devices and their use in backbone and virtual networks. 1. Connecting devices 2. Backbone LANs 3. Virtual LANs 16. Categorize the architecture of different wireless WANs and their applications. 1. Cellular telephony 2. Satellite networks 17. Explore cloud networking fundamentals 1. Cloud network architecture and services 2. Virtual private clouds (VPCs) and software-defined networking (SDN) 3. Cloud connectivity options and security considerations 18. Introduce network security concepts. 1. Common network threats and attack vectors

Changed	Field	Current Version	Proposed Version
		1. Layer 2. Multiplexing 3. SONET networks 18. Describe the architecture of virtual circuit networks such as Frame Relay and ATM. 1. Frame Relay 2. ATM	2. Network security protocols and defenses 3. Firewalls, IDS/IPS, and VPNs overview 19. Perform network troubleshooting 1. Troubleshooting methodology and tools 2. Common network issues and resolutions 3. Using diagnostic tools (ping, traceroute, nslookup)
!	Lab Component in this Course	No	Yes
!	Lab Outline	No value	1. Identify and document network components and topologies 2. Configure and test IP addressing and subnetting 3. Configure and implement IPv6 addressing on network devices 4. Analyze network traffic using packet capture tools 5. Configure and test VLANs on managed switches 6. Set up and evaluate wireless LANs (802.11) 7. Configure and test firewall and VPN implementations 8. Deploy and test cloud-based virtual networks 9. Troubleshoot common network connectivity issues

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):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	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	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated on correctness and completion (B) Midterm Exams – Evaluated on correctness and completion Homework assignments require students to write descriptions comparing and analyzing networking technologies, protocols, and architectures. Midterm exams test students' ability to write structured responses analyzing and synthesizing networking technologies in different environments.	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated on correctness and completion (B) Midterm Exams – Evaluated on correctness and completion Homework assignments require students to write descriptions comparing and analyzing networking technologies, protocols, and architectures. Midterm exams test students' ability to write structured responses analyzing and synthesizing networking technologies in different environments.
	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.	Method of Evaluation Used A & C : (A) Homework Assignments – Evaluated on correctness and completion (C) Final Exam – Evaluated on correctness and completion Homework assignments require detailed descriptions of networking architectures, protocols, and applications. The final exam requires students to apply their knowledge in a comprehensive analysis of LAN, WAN, and Internet networking technologies in a structured written response.	Method of Evaluation Used A & C : (A) Homework Assignments – Evaluated on correctness and completion (C) Final Exam – Evaluated on correctness and completion Homework assignments require detailed descriptions of networking architectures, protocols, and applications. The final exam requires students to apply their knowledge in a comprehensive analysis of LAN, WAN, and Internet networking technologies in a structured written response.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated on correctness and completion (B) Midterm Exams – Evaluated on correctness and completion Homework allows students to refine and improve their understanding of networking concepts through written descriptions and applied exercises. Midterm exams assess progress in networking analysis and technical writing, reinforcing iterative learning and revision.	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated on correctness and completion (B) Midterm Exams – Evaluated on correctness and completion Homework allows students to refine and improve their understanding of networking concepts through written descriptions and applied exercises. Midterm exams assess progress in networking analysis and technical writing, reinforcing iterative learning and revision.
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	Method of Evaluation Used A & C: (A) Homework Assignments – Evaluated on correctness and completion (C) Final Exam – Evaluated on correctness and completion Homework assignments require structured writing, ensuring clarity in networking descriptions. The final exam assesses the ability to communicate technical concepts with clarity and precision using varied sentence structures.	Method of Evaluation Used A & C: (A) Homework Assignments – Evaluated on correctness and completion (C) Final Exam – Evaluated on correctness and completion Homework assignments require structured writing, ensuring clarity in networking descriptions. The final exam assesses the ability to communicate technical concepts with clarity and precision using varied sentence structures.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated on correctness and completion (B) Midterm Exams – Evaluated on correctness and completion Homework provides students with opportunities to revise and improve technical writing accuracy in networking descriptions. Midterm exams require students to demonstrate professional-level technical writing skills with correct grammar, structure, and clarity.	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated on correctness and completion (B) Midterm Exams – Evaluated on correctness and completion Homework provides students with opportunities to revise and improve technical writing accuracy in networking descriptions. Midterm exams require students to demonstrate professional-level technical writing skills with correct grammar, structure, and clarity.

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
	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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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	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	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

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	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	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

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)	CIS 006	CIS 006
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	DL Approval Date (MM/DD/YYYY)	06/17/2025	06/16/2026
❗	Hybrid Approval Date (MM/DD/YYYY)	06/17/2025	06/16/2026

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	- Course number change only appr. 12/6/22 (effect. F23).-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw	- Course number change only appr. 12/6/22 (effect. F23).-mkct - 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	

Changed	Questions	Current Version	Proposed Version
		4/24/2026	Specifications Examples of Required Primary Texts and References Thanks for providing this example of primary texts and references. Are there representative industry OER options? alignment Title 5 requirements data ask that communications faculty check and networking. to see if there Some selected is a textbook are representative close to \$50.00 (appropriate) and qualifies as OER low-cost. Efforts textbook, and were made to if so, to identify cost-include it if conscious possible. If alternatives there are no where representative appropriate. 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.

Changed	Questions	Current Version	Proposed Version

4/24/2026	Specifications	Examples of Primary Texts and References	Suggested	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 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.	Yes, added 'and selected textbooks'

Changed	Questions	Current Version	Proposed Version

4/24/2026 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.

Only Assignment Categories were provided for this COR. Requested information would be added in Syllabi and not COR relevant.

Changed	Questions	Current Version	Proposed Version

4/24/2026 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.

Evaluation methods are provided. The requested would be provided in syllabi not COR.

Changed	Questions	Current Version	Proposed Version			
			4/24/2026	Outline	Course Outline	Suggested This may not be appropriate given the highly technical nature of the 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 not appropriate, that's absolutely fine, just let me know in the initiator response box. Reviewed COR for opportunities - Did not find any
	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	CISD006.
	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, 2031 12:00:00 AM
	External Review Approval Date	Sep 1, 2026 12:00:00 AM
	Course Control Number	CCC000005036

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

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
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	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
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	• Brandon Gainer
	Course ID (CB01A and CB01B)	COMMD009.	COMMD009.
	Course Control Number	CCC000179585	CCC000179585
	Course Title (CB02)	Argumentation: Analysis of Oral and Written Communication	Argumentation: Analysis of Oral and Written Communication
	Short Course Title	ARGUMENT:ANALY ORAL/WRIT COMM	ARGUMENT:ANALY ORAL/WRIT COMM
	TOP Code (CB03)	1506.00	1506.00 Speech Communication
	CIP Code	Speech Communication and Rhetoric	09.0101 Speech Communication and Rhetoric
	Department	COMM - Communication Studies	COMM - Communication Studies
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course covers critical reading, writing, and thinking. Research strategies, documentation, critical analysis, and synthesis in the process of evaluating and constructing oral and written arguments will be applied.	This course covers critical reading, writing, and thinking. Research strategies, documentation, critical analysis, and synthesis in the process of evaluating and constructing oral and written arguments will be applied.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Hybrid	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Communication Studies (Speech Communication)

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	English
	Discipline 3	No value	Philosophy
	FSA	No value	FHDA FSA - SPEECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly SPCH D009.)	(Formerly SPCH D009.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course belongs on the Communication Studies AA degree and is CSU and UC transferable. This course meets a general education requirement for De Anza and Cal-GETC. Students will develop critical thinking skills and the ability to apply these to reading, speaking, argumentation, and writing.	This course belongs on the Communication Studies AA degree and is CSU and UC transferable. This course meets a general education requirement for De Anza and Cal-GETC. Students will develop critical thinking skills and the ability to apply these to reading, speaking, argumentation, and writing.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

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

Honors/Non-honors Course			
Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

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

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	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>Two of the three primary textbooks are OER. The other one is a low-cost textbook under \$50. Multiple elements of the course outline focus on engaging in contemporary issues (Objective C and it's related subtopics in particular) While the class primarily focuses on written communication, methods of instruction and assignment allow for multiple assessments through writing, presentation, an collaborative work.</u>
	Please check all areas in the COR that address DEI.	No value	• Outline - Course Outline • Specifications - Examples of Primary Texts and References • Specifications - Assignments • Specifications - Methods of Instruction

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.

Changed	Field	Current Version	Proposed Version
	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?	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** Communication
Studies

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

**Associated
Program** Communication
Studies

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

**Associated
Program** Communication
Studies

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Communication
Studies

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Communication
Studies

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Communication
Studies

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Communication
Studies 2.0 for Transfer

**Award
Type** Associate in Arts for
Transfer (A.A.-T.)
Degree

**Associated
Program** Communication
Studies 2.0 for Transfer

**Award
Type** Associate in Arts for
Transfer (A.A.-T.)
Degree

**Associated
Program** Journalism

**Associated
Program** Journalism

Changed	Field	Current Version		Proposed Version	
		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	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	Psychology for Transfer	Associated Program	Psychology for Transfer
		Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program	Psychology for Transfer	Associated Program	Psychology for Transfer
		Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options	

Changed	Field	Current Version	Proposed Version	
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU	
	Course General Education Status (CB25)	A	A	
	Transfer Status	Approved	Approved	
GE Information	System/Institution Cal-GETC		System/Institution Cal-GETC	
	Area(s) CA1B - Approved.		Area(s) CA1B - Approved.	
	- No value		- No value	
	System/Institution De Anza GE		System/Institution De Anza GE	
	Area(s) 2G1B - Approved.		Area(s) 2G1B - Approved.	
	- No value		- No value	

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	5	5
	Lecture Hours - Out of Class	10	10
	Laboratory Hours - In Class	0	0

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	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	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	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

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

Specifications			

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

Methods of Instruction

Analysis of arguments and debates
Discussion of assigned reading
Collaborative projects
Homework and extended projects
Presentations
Critiques
Lecture
Quiz and examination review performed in class
Exploration of internet sites
In-class writing assignments
Analysis of oral and written debates
Media analysis
In class writing, peer review, and editing

Methods of Instruction

Methods of Instruction

Methods of Instruction

Analysis of arguments and debates
Discussion of assigned reading
Collaborative projects
Presentations
Critiques
Lecture
Quiz and examination review performed in class
Critical analysis and exploration of online sources
In-class writing assignments
Analysis of oral and written debates
Media analysis
Peer review, and editing



Assignments

1. Reading

1. Study college-level texts that directly address argumentation, critical reasoning, writing, and communication.
2. Critically read, analyze, compare and evaluate complex research sources.
3. Read daily news periodicals such as the San Jose Mercury News, San Francisco Chronicle and New York Times.

2. Writing

1. Write at least 6000 words using a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thought.
2. Apply writing strategies such as drafting, collaboration, self and peer editing, and revision to develop written arguments.
3. Write argumentative research papers that advocate for or against a policy change on a significant contemporary issue
4. Compose essays that employ writing strategies such as analysis, synthesis, summary, and evaluation, and that emphasize writing tasks, such as causal analysis, argumentation, definition, interpretation, and comparative analysis.
5. Prepare argument outlines or debate briefs.
6. Write in-class essays exhibiting acceptable understanding of

1. Reading

1. Study college-level texts that directly address argumentation, critical reasoning, writing, and communication.
2. Critically read, analyze, compare and evaluate complex research sources.
3. Ready daily news periodicals from a variety of diverse local, national, and international sources.

2. Writing

1. Write at least 6000 words using a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thought.
2. Apply writing strategies such as drafting, collaboration, self and peer editing, and revision to develop written arguments.
3. Write argumentative research papers that advocate for or against a policy change on socially relevant, contemporary issues
4. Compose essays that employ writing strategies such as analysis, synthesis, summary, and evaluation, and that emphasize writing tasks, such as causal analysis, argumentation, definition, interpretation, and comparative analysis.
5. Prepare argument outlines or debate briefs.
6. Write in-class essays exhibiting acceptable understanding of

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

mechanics, organization, development, and coherence.

7. Write final research paper to critically analyze a current political, economic, global, cultural, or gender issue using APA or MLA style sheets.

3. Listening

1. Practice listening skills to foster respectful, inclusive, reflective, and critical listening appropriate in argumentation.
2. Practice critical and reflective listening to examine and develop arguments and to cultivate meaningful discussion.
3. Apply reflective and critical listening to argument and media analysis.

4. Speaking

1. Engage in collaboration, dialogue and discussion in order to develop respect for the complexity and diversity in ways of thinking about contemporary local and global issues.
2. Debate controversial issues using argument methods and structures.
3. Examine, refute and extend arguments through cross-examination, refutation and rebuttal.

mechanics, organization, development, and coherence.

7. Write final research paper to critically analyze a current political, economic, global, cultural, or gender issue using APA or MLA style.

3. Listening

1. Practice listening skills to foster respectful, inclusive, reflective, and critical listening appropriate in argumentation.
2. Apply reflective and critical listening to argument and media analysis.

4. Speaking

1. Engage in collaboration, dialogue and discussion in order to develop respect for the complexity and diversity in ways of thinking about contemporary local and global issues.
2. Construct and defend arguments on complex social issues using established rhetorical models (e.g. Toulmin, Stock Issues, Rogerian argument, etc.) to demonstrate evidence based reasoning
3. Examine, refute and extend arguments through cross-examination, refutation and rebuttal.

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. Argument outlines, debate briefs, analytical essays, interpretive essays and position papers that challenge students to demonstrate improvement in ability to apply skills of critical analysis, argumentation, synthesis, documentation and writing. 2. In-class essay exams composed of conceptual and analytical based questions that require students to show their ability to synthesize and apply knowledge of argumentation. 3. Collaboration and reasoned contributions to structured controversies and debates evaluated on participation. 4. Final written research project and debate presentation that requires	Methods of Evaluation 1. Argument outlines, debate briefs, analytical essays, interpretive essays and position papers that challenge students to demonstrate improvement in ability to apply skills of critical analysis, argumentation, synthesis, documentation and writing. 2. In-class essays composed of conceptual and analytical based questions that require students to show their ability to synthesize and apply knowledge of argumentation. 3. Collaboration and reasoned contributions to structured controversies and debates evaluated on participation. 4. Final written research project and debate presentation that requires

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

students to critically analyze a current political, economic, global, cultural, or gender issue using APA or MLA style sheets and to demonstrate a clear grasp of concepts developed throughout the course.

students to critically analyze a current political, economic, global, cultural, or gender issue using APA or MLA style and to demonstrate a clear grasp of concepts developed throughout the course.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



**Examples of
Primary Texts and
References**

Title	No value
Author	Rottenberg, Annette T. and Winchell, Donna H. (2018). The Structure of Argument, 9th Edition. Boston: Bedford/St. Martin.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	How Arguments Work: A Guide to Writing and Analyzing Texts in College
Author	Mills, Anna
Publisher	LibreText
Date/Edition	2026
ISBN	No value

Title	The Structure of Argument
Author	Rottenberg, Annette & Winchette, Donna
Publisher	Macmillan Learning
Date/Edition	2025
ISBN	9781319411800

Title	Arguing Using Critical Thinking
Author	Marteney, Jim
Publisher	LibreTexts
Date/Edition	2023
ISBN	No value

**Suggested
Reading List**

No value

Reading List DeAnza College Library Articles and Databases. An online service of newspaper, journals, and magazine databases.

May include, but are not limited to

No value

Reading List DeAnza College Library Citing Sources, Guide to Library Research. This website is from Duke University and shows both MLA and APA styles.

May include, but are not limited to

No value

Reading List Intelligence Squared Debates. Online service of Oxford Style debates and educational resources.

May include, but are not limited to

No value

Reading List Modern Language Association website www.mla.org.

Changed Field

Current Version

Proposed Version

**May
include,
but are
not
limited
to**

No value

**Reading
List**

American Psychological
Association website
www.apastyle.org

**May
include,
but are
not
limited
to**

No value

**Reading
List**

Tannen, Deborah. The
Argument Culture:
Stopping America's War
on Words. New York:
Ballentine Publishing
Group: 1998.

**May
include,
but are
not
limited
to**

No value

**Reading
List**

Makau, Josina M. and
Marty L. Deblan.
Cooperative
Argumentation: A Model
for Deliberative
Community. Waveland
Press, 2001.

**May
include,
but are
not
limited
to**

No value

Changed	Field	Current Version	Proposed Version
		Reading List Toulmin, Stephen. The Uses of Argument, Cambridge, Mass: The Harvard University Press, 1958.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Apply the principles of critical inquiry, logic and sound reasoning to argumentative writing and speaking. • Research and evaluate information to develop informed, ethical arguments with valid reasons and evidence. • Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues. • Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. • Discuss and debate views on controversial issues using appropriate argument methods and structures.	• Apply the principles of critical inquiry, logic and sound reasoning to argumentative written & oral communication • Research and evaluate information to develop informed, ethical arguments with valid reasons and evidence. • Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues. • Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. • Discuss and debate views on contemporary issues using appropriate argument methods and structures.

Changed Field

Current Version

Proposed Version

CSLOs

CSLOs Analyze critically the logic of arguments.

Expected SLO Performance 0.0

CSLOs Analyze critically the logic of arguments.

Expected SLO Performance 0.0

CSLOs Compose well-organized critical essays that demonstrate complex writing and critical thought.

Expected SLO Performance 0.0

CSLOs Compose well-organized critical essays that demonstrate complex writing and critical thought.

Expected SLO Performance 0.0

CSLOs Deconstruct, examine, debate contemporary, socially-relevant issues using current argument guidelines and strategies.

Expected SLO Performance 0.0

CSLOs Deconstruct, examine, debate contemporary, socially-relevant issues using current argument guidelines and strategies.

Expected SLO Performance 0.0

CSLOs Find, evaluate and cite sources in writing and presentations using appropriate documentation format.

Expected SLO Performance 0.0

CSLOs Find, evaluate and cite sources in writing and presentations using appropriate documentation format.

Expected SLO Performance 0.0

Course Outline



**Course
Content**

1. Apply the principles of critical inquiry, logic and sound reasoning to argumentative writing and speaking.
 1. Examine the standard formats of argumentation including analysis of stock issues, Toulmin's argument model, parliamentary debate, constructive and negative cases, refutation and rebuttal.
 2. Differentiate between fact, value, and policy propositions and formulate clear propositions that advance reasonable positions.
 3. Distinguish reasons from conclusion, fact from judgment and opinion, and belief from knowledge.
 4. Examine logical forms of reasoning (cause, sign, analogy, inductive, deductive).
 5. Develop logical relationships between claims and evidence.
 6. Identify and examine common reasoning fallacies and distinguish effective, valid argument from reasoning that is unclear, invalid, or both.
2. Research and evaluate information to develop informed, ethical arguments with valid reasons and evidence.
 1. Find, evaluate, critically analyze, and interpret primary and secondary sources using standards of accuracy, recency, relevance, representativeness, sufficiency, and consistency.
 2. Give credit to the original ideas of others through

1. Apply the principles of critical inquiry, logic and sound reasoning to argumentative written and oral communication
 1. Examine the standard formats of argumentation including analysis of stock issues, Toulmin's argument model, parliamentary debate, constructive and negative cases, refutation and rebuttal.
 2. Differentiate between fact, value, and policy propositions and formulate clear propositions that advance reasonable positions.
 3. Distinguish reasons from conclusion, fact from judgment and opinion, and belief from knowledge.
 4. Examine logical forms of reasoning (cause, sign, analogy, inductive, deductive).
 5. Develop logical relationships between claims and evidence.
 6. Identify and examine common reasoning fallacies and distinguish effective, valid argument from reasoning that is unclear, invalid, or both.
2. Research and evaluate information to develop informed, ethical arguments with valid reasons and evidence.
 1. Find, evaluate, and critically analyze, diverse information, distinguishing between primary, secondary, and automated sources using standards of accuracy, validity, recency, relevance and sufficiency.
 2. Give credit to the original ideas of others through

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

Changed Field	Current Version	Proposed Version
	attribution and proper citation (e.g. MLA or APA).	attribution and proper citation (e.g. MLA or APA).
	3. Understand the meaning of plagiarism and accept the responsibility to make ethical choices to avoid abusive use of sources.	3. Demonstrate ethical research practices by adhering to academic standards regarding plagiarism, copyright, and the disclosure of generative technologies
	3. Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues.	3. Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues.
	1. Develop skills necessary for analytical reading, writing, and speaking about the major questions, problems, and issues of people in diverse cultures.	1. Develop skills necessary for analytical reading, writing, and speaking about the major questions, problems, and issues of people in diverse cultures.
	2. Compare argumentative discourse aimed at persuasion on one viewpoint to modes of discourse aimed at understanding diverse and conflicting viewpoints.	2. Compare the limitations of one-sided argumentative discourse to multi-perspective inquiry when analyzing complex social issues.
	3. Engage in collaboration, dialogue and discussion in order to develop respect for the complexity and diversity in ways of thinking about contemporary local and global issues (such as equity, racism and sexism in media and politics, disability culture, immigration policies and practices, foreign policy, environmental politics, and education).	3. Engage in collaborative dialogue and discussion to analyze distinct cultural and political perspectives on systemic issues such as race, gender, disability and environmental justice.
	4. Develop an aptitude for intellectual inquiry and exploration instead of a tendency of criticism, attack, and opposition.	4. Integrate open-minded inquiry with critical evaluation to form nuanced arguments while avoiding reductive or purely adversarial reasoning.
	5. Examine how literature and media contribute to construction of human thought.	5. Examine how literature and media contribute to construction of human thought.
	6. Critically examine arguments in editorial	6. Critically examine arguments in editorial content, news coverage and advertising for logical appeals, source credibility, message distortion, propaganda, emotional

content, news coverage and advertising for logical appeals, source credibility, message distortion, propaganda, emotional appeals, and audience sensitivity. 7. Examine how one's own beliefs, preconceptions, and values influence critical thought. 8. Apply ethical standards when examining, developing, and presenting arguments. 4. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. 1. Engage in pre-writing activities including narrowing a topic, generating ideas, determining the audience and the relationship between audience and message, and setting an appropriate tone. 2. Find, evaluate, analyze, and interpret sources, incorporating them into written argument essays with proper attribution, citation, and documentation (e.g. MLA or APA). 3. Apply writing strategies such as drafting, collaboration, self and peer editing, and revision to develop written arguments. 4. Support a claim with valid, logical, and coherent reasons and evidence. 5. Follow conventions of standard written English in sentence structure, punctuation, grammar, and spelling.	appeals, and audience sensitivity. 7. Examine how one's own beliefs, preconceptions, and values influence critical thought. 4. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. 1. Engage in pre-writing activities including narrowing a topic, generating ideas, determining the audience and the relationship between audience and message, and setting an appropriate tone. 2. Find, evaluate, analyze, and interpret sources, incorporating them into written argument essays with proper attribution, citation, and documentation (e.g. MLA or APA). 3. Apply writing strategies such as drafting, collaboration, self and peer editing, and revision to develop written arguments. 4. Support a claim with valid, logical, and coherent reasons and evidence. 5. Follow conventions of standard written English in sentence structure, punctuation, grammar, and spelling. 6. Synthesize evidence into original ideas using effective summarizing, paraphrasing, and quoting techniques to create cohesive arguments. 5. Discuss and debate views on contemporary issues using appropriate argument methods and structures.

Changed	Field	Current Version	Proposed Version
		6. Integrate sources and the ideas of others through summarizing, paraphrasing, and quoting with proper attribution. 5. Discuss and debate views on controversial issues using appropriate argument methods and structures. 1. Select appropriate strategies and procedures to construct an oral argument. 2. Examine differences between oral and written styles of argument. 3. Employ presentation strategies appropriate to the topic, message, audience, and occasion. 4. Develop listening skills to foster respectful, inclusive, reflective, and critical listening appropriate in resolution-oriented argumentation. 5. Study different approaches to cooperative argument discourse including deliberation, collaboration, critical discussion, structured controversy, and negotiation. 6. Apply rules of ethical discourse to critical discussion and debate. 7. Deliver arguments confidently and extemporaneously. 8. Employ a variety of systematic approaches to critically testing arguments through cross-examination, refutation and rebuttal.	1. Select appropriate strategies and procedures to construct an oral argument. 2. Examine differences between oral and written styles of argument. 3. Employ presentation strategies appropriate to the topic, message, audience, and occasion. 4. Apply active listening strategies to identify shared premises and points of mutual validity within diverse and conflicting arguments 5. Study different approaches to cooperative argument discourse including deliberation, collaboration, critical discussion, structured controversy, and negotiation. 6. Apply rules of ethical discourse to critical discussion and debate. 7. Deliver arguments confidently and extemporaneously. 8. Employ a variety of systematic approaches to critically testing arguments through cross-examination, refutation and rebuttal.
	Lab Component in this Course	No	No

Changed	Field	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	COMM C1000, COMM C1000H, COMM D010. or COMM D010H	COMM C1000, COMM C1000H, COMM D010. or COMM D010H
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignments A, 1-3 A. Reading 1. Study college-level texts that directly address argumentation, critical reasoning, writing, and communication. 2. Critically read, analyze, compare and evaluate complex research sources. 3. Ready daily news periodicals from a variety of diverse local, national, and international sources. Course Objective D 1 & 2 D. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. 1. Develop skills necessary for analytical reading, writing, and speaking about the major questions, problems, and issues of people in diverse cultures. 2. Compare the limitations of one-sided argumentative discourse to multi-perspective inquiry when analyzing complex social issues.

Changed	Questions	Current Version	Proposed Version
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments B, 1-4 B. Writing 1. Write at least 6000 words using a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thought. 2. Apply writing strategies such as drafting, collaboration, self and peer editing, and revision to develop written arguments. 3. Write argumentative research papers that advocate for or against a policy change on socially relevant, contemporary issues 4. Compose essays that employ writing strategies such as analysis, synthesis, summary, and evaluation, and that emphasize writing tasks, such as causal analysis, argumentation, definition, interpretation, and comparative analysis. Course Objective C, 7 C. Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues. 7. Examine how one's own beliefs, preconceptions, and values influence critical thought. Course Objective D 1 D. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. 1. Develop skills necessary for analytical reading, writing, and speaking about the major questions, problems, and issues of people in diverse cultures.

Changed	Questions	Current Version	Proposed Version
	 Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignments B 7 7. Write final research paper to critically analyze a current political, economic, global, cultural, or gender issue using APA or MLA style. Course Objectives B, 1-3 B. Research and evaluate information to develop informed, ethical arguments with valid reasons and evidence. 1. Find, evaluate, and critically analyze, diverse information, distinguishing between primary, secondary, and automated sources using standards of accuracy, validity, recency, relevance and sufficiency. 2. Give credit to the original ideas of others through attribution and proper citation (e.g. MLA or APA). 3. Demonstrate ethical research practices by adhering to academic standards regarding plagiarism, copyright, and the disclosure of generative technologies Course Objective D 2 D. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. 2. Find, evaluate, analyze, and interpret sources, incorporating them into written argument essays with proper attribution, citation, and documentation (e.g. MLA or APA).
	 Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments B 6 6. Write in-class essays exhibiting acceptable understanding of mechanics, organization, development, and coherence. Course Objective D 5 D. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. 5. Follow conventions of standard written English in sentence structure, punctuation, grammar, and spelling.

Changed	Questions	Current Version	Proposed Version
❗	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments: C 1-2; D 1-3 C. Listening 1. Practice listening skills to foster respectful, inclusive, reflective, and critical listening appropriate in argumentation. 2. Apply reflective and critical listening to argument and media analysis. D. Speaking 1. Engage in collaboration, dialogue and discussion in order to develop respect for the complexity and diversity in ways of thinking about contemporary local and global issues. 2. Construct and defend arguments on complex social issues using established rhetorical models (e.g. Toulmin, Stock Issues, Rogerian argument, etc.) to demonstrate evidence based reasoning 3. Examine, refute and extend arguments through cross-examination, refutation and rebuttal. Course Objective C: 3, 5, & 6 C. Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues. 3. Engage in collaborative dialogue and discussion to analyze distinct cultural and political perspectives on systemic issues such as race, gender, disability and environmental justice. 5. Examine how literature and media contribute to construction of human thought. 6. Critically examine arguments in editorial content, news coverage and advertising for logical appeals, source credibility, message distortion, propaganda, emotional appeals, and audience sensitivity.

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
	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
	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	Objective A 1-6 A. Apply the principles of critical inquiry, logic and sound reasoning to argumentative written and oral communication 1. Examine the standard formats of argumentation including analysis of stock issues, Toulmin's argument model, parliamentary debate, constructive and negative cases, refutation and rebuttal. 2. Differentiate between fact, value, and policy propositions and formulate clear propositions that advance reasonable positions. 3. Distinguish reasons from conclusion, fact from judgment and opinion, and belief from knowledge. 4. Examine logical forms of reasoning (cause, sign, analogy, inductive, deductive). 5. Develop logical relationships between claims and evidence. 6. Identify and examine common reasoning fallacies and distinguish effective, valid argument from reasoning that is unclear, invalid, or both.

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	Objective D.3 D. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. 3. Apply writing strategies such as drafting, collaboration, self and peer editing, and revision to develop written arguments. Assignments D.1 D. Speaking 1. Engage in collaboration, dialogue and discussion in order to develop respect for the complexity and diversity in ways of thinking about contemporary local and global issues.
	❗ Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Objective D D. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy.

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	Objective C C. Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues.
	 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	Assignments A A. Reading 1. Study college-level texts that directly address argumentation, critical reasoning, writing, and communication. 2. Critically read, analyze, compare and evaluate complex research sources. 3. Ready daily news periodicals from a variety of diverse local, national, and international sources. Objective C C. Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues.

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation Final written research project and debate presentation that requires students to critically analyze a current political, economic, global, cultural, or gender issue using APA or MLA style and to demonstrate a clear grasp of concepts developed throughout the course.

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)	COMM 009	COMM 009
	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	06/16/2026
!	Hybrid Approval Date (MM/DD/YYYY)	05/07/2019	06/16/2026
	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	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	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	Noted! Wasn't aware we could mess with it that much. I'm leaving it alone for now since, due to CCN changes, we'll have to modify it again next year.	

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			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

		4/15/2026	Specifications of Primary Texts and References

			Suggested	

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 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. It's primarily taught by one instructor (me); we generally do try to do this, but it's hit or miss (students perform on sensitive topics, thus may not always want to share)
		4/15/2026	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

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	COMMD009.
	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	CCC000179585

Articulation

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

De Anza College

Change Report

05/18/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
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.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

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	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
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	• Brandon Gainer
	Course ID (CB01A and CB01B)	COMMD009H	COMMD009H
	Course Control Number	CCC000592140	CCC000592140
	Course Title (CB02)	Argumentation: Analysis of Oral and Written Communication - HONORS	Argumentation: Analysis of Oral and Written Communication - HONORS
	Short Course Title	ARGMNT:ANAL ORAL/WRIT COMM-HON	ARGMNT:ANAL ORAL/WRIT COMM-HON
	TOP Code (CB03)	1506.00	1506.00 Speech Communication
	CIP Code	Speech Communication and Rhetoric	09.0101 Speech Communication and Rhetoric
	Department	COMM - Communication Studies	COMM - Communication Studies
❗	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course covers critical reading, writing, and thinking. Research strategies, documentation, critical analysis, and synthesis in the process of evaluating and constructing oral and written arguments will be applied. Because this is an honors course, students will be expected to complete additional assignments to gain deeper insight into argumentation, and critical inquiry.	This course covers critical reading, writing, and thinking. Research strategies, documentation, critical analysis, and synthesis in the process of evaluating and constructing oral and written arguments will be applied. Because this is an honors course, students will be expected to complete additional assignments to gain deeper insight into argumentation, and critical inquiry.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Hybrid	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	• Communication Studies (Speech Communication)
	Discipline 2	No value	• English
	Discipline 3	No value	• Philosophy
	FSA	No value	• FHDA FSA - SPEECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course belongs on the Communication Studies AA degree and is CSU and UC transferable. This course meets a general education requirement for De Anza and Cal-GETC. Students will develop critical thinking skills and the ability to apply these to reading, speaking, argumentation and writing. This course is the honors version and as a result includes more advanced reading, research, and writing assignments.	This course belongs on the Communication Studies AA degree and is CSU and UC transferable. This course meets a general education requirement for De Anza and Cal-GETC. Students will develop critical thinking skills and the ability to apply these to reading, speaking, argumentation and writing. This course is the honors version and as a result includes more advanced reading, research, and writing assignments.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Cross-listed Course

Changed	Field	Current Version	Proposed Version

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	- Specifications - Assignments - Specifications - Examples of Primary Texts and References - Specifications - Methods of Instruction - Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<u>wo of the three primary textbooks are OER. The other one is a low-cost textbook under \$50. Multiple elements of the course outline focus on engaging in contemporary issues (Objective C and it's related subtopics in particular) While the class primarily focuses on written communication, methods of instruction and assignment allow for multiple assessments through writing, presentation, an collaborative work.</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
	If yes, identify the UC/CSU campus, course and major.	No value	

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**

Communication Studies

**Award
Type**

Associate in Arts (A.A.)
Degree

**Associated
Program**

Communication Studies

**Award
Type**

Associate in Arts (A.A.)
Degree

**Associated
Program**

Communication Studies

**Award
Type**

Certificate of
Achievement (COA)

**Associated
Program**

Communication Studies

**Award
Type**

Certificate of
Achievement (COA)

**Associated
Program**

Communication Studies

**Award
Type**

Certificate of
Achievement (COA)

**Associated
Program**

Communication Studies

**Award
Type**

Certificate of
Achievement (COA)

**Associated
Program**

Communication Studies
2.0 for Transfer

**Award
Type**

Associate in Arts for
Transfer (A.A.-T.)
Degree

**Associated
Program**

Communication Studies
2.0 for Transfer

**Award
Type**

Associate in Arts for
Transfer (A.A.-T.)
Degree

**Associated
Program**

Journalism

**Award
Type**

Associate in Arts (A.A.)
Degree

**Associated
Program**

Journalism

**Award
Type**

Associate in Arts (A.A.)
Degree

Changed	Field	Current Version		Proposed Version	
		Associated Program	Journalism	Associated Program	Journalism
		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	Psychology for Transfer	Associated Program	Psychology for Transfer
		Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program	Psychology for Transfer	Associated Program	Psychology for Transfer
		Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options					
Changed	Field	Current Version		Proposed Version	
	Transfer Status (CB05)	Transferable to both UC and CSU		Transferable to both UC and CSU	
	Course General Education Status (CB25)	A		A	

Changed	Field	Current Version	Proposed Version												
	Transfer Status	Approved	Approved												
GE Information		<table><tr><td>System/ Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td>• CA1B - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/ Institution	Cal-GETC	Area(s)	• CA1B - Approved.	-	No value	<table><tr><td>System/ Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td>• CA1B - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/ Institution	Cal-GETC	Area(s)	• CA1B - Approved.	-	No value
	System/ Institution	Cal-GETC													
	Area(s)	• CA1B - Approved.													
	-	No value													
	System/ Institution	Cal-GETC													
	Area(s)	• CA1B - Approved.													
	-	No value													
		<table><tr><td>System/ Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G1B - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/ Institution	De Anza GE	Area(s)	• 2G1B - Approved.	-	No value	<table><tr><td>System/ Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G1B - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/ Institution	De Anza GE	Area(s)	• 2G1B - Approved.	-	No value
System/ Institution	De Anza GE														
Area(s)	• 2G1B - Approved.														
-	No value														
System/ Institution	De Anza GE														
Area(s)	• 2G1B - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	5	5
	Lecture Hours - Out of Class	10	10
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

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

Specifications			
Changed	Field	Current Version	Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Analysis of arguments and debates
Discussion of assigned reading
Collaborative projects
Homework and extended projects
Presentations
Critiques
Lecture
Quiz and examination review performed in class
Exploration of internet sites
In-class writing assignments
Analysis of oral and written debates
Media analysis
In class writing, peer review, and editing
Campus or community engagement
Self-directed honors project that involves extended reading, research, and application of argumentation and critical inquiry as advocates and change agents in our campus community

Methods of Instruction

Methods of Instruction Analysis of arguments and debates
Discussion of assigned reading
Collaborative projects
Presentations
Critiques
Lecture
Quiz and examination review performed in class
Critical analysis and exploration of online sources
In-class writing assignments
Analysis of oral and written debates
Media analysis
Peer review, and editing
Campus or community engagement
Self-directed honors project that involves extended reading, research, and application of argumentation and critical inquiry as advocates and change agents in our campus community

Changed	Field	Current Version	Proposed Version
!	Assignments	1. Reading 1. Study college-level texts that directly address argumentation, critical reasoning, writing, and communication. 2. Critically read, analyze, compare and evaluate complex research sources. 3. Read daily news periodicals such as the San Jose Mercury News, San Francisco Chronicle and New York Times. 2. Writing 1. Write at least 6000 words using a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thought. 2. Apply writing strategies such as drafting, collaboration, self and peer editing, and revision to develop written arguments. 3. Write argumentative research papers that advocate for or against a policy change on a significant contemporary issue 4. Compose essays that employ writing strategies such as analysis, synthesis, summary, and evaluation, and that emphasize writing tasks, such as causal analysis, argumentation, definition, interpretation, and comparative analysis. 5. Prepare argument outlines or debate briefs. 6. Write in-class essays exhibiting acceptable understanding of mechanics, organization, development, and coherence. 7. Write final research paper to	1. Reading 1. Study college-level texts that directly address argumentation, critical reasoning, writing, and communication. 2. Critically read, analyze, compare and evaluate complex research sources. 3. Ready daily news periodicals from a variety of diverse local, national, and international sources. 2. Writing 1. Write at least 6000 words using a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thought. 2. Apply writing strategies such as drafting, collaboration, self and peer editing, and revision to develop written arguments. 3. Write argumentative research papers that advocate for or against a policy change on socially relevant, contemporary issues 4. Compose essays that employ writing strategies such as analysis, synthesis, summary, and evaluation, and that emphasize writing tasks, such as causal analysis, argumentation, definition, interpretation, and comparative analysis. 5. Prepare argument outlines or debate briefs. 6. Write in-class essays exhibiting acceptable understanding of mechanics, organization, development, and coherence. 7. Write final research paper to critically analyze a current

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

- critically analyze a current political, economic, global, cultural, or gender issue using APA or MLA style sheets.
8. Prepare an in-depth project proposal, analysis, assessment, and self-reflection of honors project. Examples of project proposals include additional literary criticism analysis project, or research presentation, or research based essay, or community project.
3. Listening
1. Practice listening skills to foster respectful, inclusive, reflective, and critical listening appropriate in argumentation.
 2. Practice critical and reflective listening to examine and develop arguments and to cultivate meaningful discussion.
 3. Apply reflective and critical listening to argument and media analysis.
 4. Apply listening skills as mentors, advocates, and agents of change in the campus community.
4. Speaking
1. Engage in collaboration, dialogue and discussion in order to develop respect for the complexity and diversity in ways of thinking about contemporary local and global issues.
 2. Debate controversial issues using argument methods and structures.
 3. Examine, refute and extend arguments through cross-examination, refutation and rebuttal.
 4. Engage in various on-campus community events,

- political, economic, global, cultural, or gender issue using APA or MLA style.
8. Prepare an in-depth project proposal, analysis, assessment, and self-reflection of honors project. Examples of project proposals include additional literary criticism analysis project, or research presentation, or research based essay, or community project.
3. Listening
1. Practice listening skills to foster respectful, inclusive, reflective, and critical listening appropriate in argumentation.
 2. Apply reflective and critical listening to argument and media analysis.
 3. Apply listening skills as mentors, advocates, and agents of change in the campus community.
4. Speaking
1. Engage in collaboration, dialogue and discussion in order to develop respect for the complexity and diversity in ways of thinking about contemporary local and global issues.
 2. Examine, refute and extend arguments through cross-examination, refutation and rebuttal.
 3. Engage in various on-campus community events, conversations and/or speaking engagements as mentors and agents of change.

Changed Field

Current Version

Proposed Version

conversations and/or
speaking engagements as
mentors and agents of
change.

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. Argument outlines, debate briefs, analytical essays, interpretive essays and position papers that challenge students to demonstrate improvement in ability to apply skills of critical analysis, argumentation, synthesis, documentation and writing. 2. In-class essay exams composed of conceptual and analytical based questions that require students to show their ability to synthesize and apply knowledge of argumentation. 3. Collaboration and reasoned contributions to structured controversies and debates evaluated on participation. 4. Final written research project and debate presentation that requires students to critically analyze a current political, economic, global, cultural, or gender issue using APA or MLA style sheets	Methods of Evaluation 1. Argument outlines, debate briefs, analytical essays, interpretive essays and position papers that challenge students to demonstrate improvement in ability to apply skills of critical analysis, argumentation, synthesis, documentation and writing. 2. In-class essay exams composed of conceptual and analytical based questions that require students to show their ability to synthesize and apply knowledge of argumentation. 3. Collaboration and reasoned contributions to structured controversies and debates evaluated on participation. 4. Final written research project and debate presentation that requires students to critically analyze a current political, economic, global, cultural, or gender issue using APA or MLA style and to

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

and to
demonstrate a
clear grasp of
concepts
developed
throughout the
course.

5. Honors project
will be evaluated
for critical
analysis and self-
reflection of how
completion of
project has
enhanced civic
responsibility and
understanding of
course subject
matter.

demonstrate a
clear grasp of
concepts
developed
throughout the
course.

5. Honors project
will be evaluated
for critical
analysis and self-
reflection of how
completion of
project has
enhanced civic
responsibility and
understanding of
course subject
matter.



**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>Rottenberg, Annette T. and Winchell, Donna H. (2018). The Structure of Argument, 9th Edition. Boston: Bedford/St. Martin.</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	Rottenberg, Annette T. and Winchell, Donna H. (2018). The Structure of Argument, 9th Edition. Boston: Bedford/St. Martin.	Publisher	No value	Date/ Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>How Arguments Work: A Guide to Writing and Analyzing Texts in College</td></tr><tr><td>Author</td><td>Mills, Anna</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/ Edition</td><td>2026</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	How Arguments Work: A Guide to Writing and Analyzing Texts in College	Author	Mills, Anna	Publisher	LibreText	Date/ Edition	2026	ISBN	No value
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		ISBN	No value																				
		<table><tr><td>Title</td><td>The Structure of Argument</td></tr><tr><td>Author</td><td>Rottenberg, Annette & Winchette, Donna</td></tr><tr><td>Publisher</td><td>Macmillan Learning</td></tr><tr><td>Date/ Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>9781319411800</td></tr></table>	Title	The Structure of Argument	Author	Rottenberg, Annette & Winchette, Donna	Publisher	Macmillan Learning	Date/ Edition	2025	ISBN	9781319411800											
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		Publisher	Macmillan Learning																				
		Date/ Edition	2025																				
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<table><tr><td>Title</td><td>Arguing Using Critical Thinking</td></tr><tr><td>Author</td><td>Marteney, Jim</td></tr><tr><td>Publisher</td><td>LibreTexts</td></tr><tr><td>Date/ Edition</td><td>2023</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Arguing Using Critical Thinking	Author	Marteney, Jim	Publisher	LibreTexts	Date/ Edition	2023	ISBN	No value													
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Author	Marteney, Jim																						
Publisher	LibreTexts																						
Date/ Edition	2023																						
ISBN	No value																						

Changed	Field	Current Version	Proposed Version



**Suggested
Reading List**

No value

Reading List	DeAnza College Library Articles and Databases. An online service of newspaper, journals, and magazine databases.

May include, but are not limited to	No value

Reading List	DeAnza College Library Citing Sources, Guide to Library Research. This website is from Duke University and shows both MLA and APA styles.

May include, but are not limited to	No value

Reading List	Intelligence Squared Debates. Online service of Oxford Style debates and educational resources.

May include, but are not limited to	No value

Reading List	Modern Language Association website www.mla.org .

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List American Psychological Association website www.apastyle.org	
		May include, but are not limited to No value	
		Reading List Tannen, Deborah. The Argument Culture: Stopping America's War on Words. New York: Ballentine Publishing Group: 1998.	
		May include, but are not limited to No value	
		Reading List Makau, Josina M. and Marty L. Deblan. Cooperative Argumentation: A Model for Deliberative Community. Waveland Press, 2001.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Apply the principles of critical inquiry, logic and sound reasoning to argumentative writing and speaking. • Research and evaluate information to develop informed, ethical arguments with valid reasons and evidence. • Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues. • Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. • Discuss and debate views on controversial issues using appropriate argument methods and structures. • Evaluate research through in-depth investigation of related theoretical concepts and by making interdisciplinary connections. • Apply theoretical concepts to promote advocacy and change through collaboration, mentoring, dialogue, and engagement in campus and community events	• Apply the principles of critical inquiry, logic and sound reasoning to argumentative written & oral communication • Research and evaluate information to develop informed, ethical arguments with valid reasons and evidence. • Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues. • Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. • Discuss and debate views on contemporary issues using appropriate argument methods and structures. • Evaluate research through in-depth investigation of related theoretical concepts and by making interdisciplinary connections. • Apply theoretical concepts to promote advocacy and change through collaboration, mentoring, dialogue, and engagement in campus and community events

Changed	Field	Current Version	Proposed Version								
	CSLOs	<table><tr><td>CSLOs</td><td>Analyze critically the logic of arguments.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Analyze critically the logic of arguments.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Analyze critically the logic of arguments.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Analyze critically the logic of arguments.	Expected SLO Performance	0.0
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Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Apply the principles of critical inquiry, logic and sound reasoning to argumentative writing and speaking. 1. Examine the standard formats of argumentation including analysis of stock issues, Toulmin's argument model, parliamentary debate, constructive and negative cases, refutation and rebuttal. 2. Differentiate between fact, value, and policy propositions and formulate clear propositions that advance reasonable positions. 3. Distinguish reasons from conclusion, fact from judgment and opinion, and belief from knowledge. 4. Examine logical forms of reasoning (cause, sign, analogy, inductive, deductive). 5. Develop logical relationships between claims and evidence. 6. Identify and examine common reasoning fallacies and distinguish effective, valid argument from reasoning that is unclear, invalid, or both. 2. Research and evaluate information to develop informed, ethical arguments with valid reasons and evidence. 1. Find, evaluate, critically analyze, and interpret primary and secondary sources using standards of accuracy, recency, relevance, representativeness, sufficiency, and consistency. 2. Give credit to the original ideas of others through attribution and proper	1. Apply the principles of critical inquiry, logic and sound reasoning to argumentative written and oral communication. 1. Examine the standard formats of argumentation including analysis of stock issues, Toulmin's argument model, parliamentary debate, constructive and negative cases, refutation and rebuttal. 2. Differentiate between fact, value, and policy propositions and formulate clear propositions that advance reasonable positions. 3. Distinguish reasons from conclusion, fact from judgment and opinion, and belief from knowledge. 4. Examine logical forms of reasoning (cause, sign, analogy, inductive, deductive). 5. Develop logical relationships between claims and evidence. 6. Identify and examine common reasoning fallacies and distinguish effective, valid argument from reasoning that is unclear, invalid, or both. 2. Research and evaluate information to develop informed, ethical arguments with valid reasons and evidence. 1. Find, evaluate, and critically analyze, diverse information, distinguishing between primary, secondary, and automated sources using standards of accuracy, validity, recency, relevance and sufficiency. 2. Give credit to the original ideas of others through attribution and proper

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

Changed Field	Current Version	Proposed Version
	citation (e.g. MLA or APA).	citation (e.g. MLA or APA).
	3. Understand the meaning of plagiarism and accept the responsibility to make ethical choices to avoid abusive use of sources.	3. Demonstrate ethical research practices by adhering to academic standards regarding plagiarism, copyright, and the disclosure of generative technologies
	3. Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues.	3. Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues.
	1. Develop skills necessary for analytical reading, writing, and speaking about the major questions, problems, and issues of people in diverse cultures.	1. Develop skills necessary for analytical reading, writing, and speaking about the major questions, problems, and issues of people in diverse cultures.
	2. Compare argumentative discourse aimed at persuasion on one viewpoint to modes of discourse aimed at understanding diverse and conflicting viewpoints.	2. Compare the limitations of one-sided argumentative discourse to multi-perspective inquiry when analyzing complex social issues.
	3. Engage in collaboration, dialogue and discussion in order to develop respect for the complexity and diversity in ways of thinking about contemporary local and global issues (such as equity, racism and sexism in media and politics, disability culture, immigration policies and practices, foreign policy, environmental politics, and education).	3. Engage in collaborative dialogue and discussion to analyze distinct cultural and political perspectives on systemic issues such as race, gender, disability and environmental justice.
	4. Develop an aptitude for intellectual inquiry and exploration instead of a tendency of criticism, attack, and opposition.	4. Integrate open-minded inquiry with critical evaluation to form nuanced arguments while avoiding reductive or purely adversarial reasoning.
	5. Examine how literature and media contribute to construction of human thought.	5. Examine how literature and media contribute to construction of human thought.
	6. Critically examine arguments in editorial content, news coverage and advertising for logical appeals, source credibility,	6. Critically examine arguments in editorial content, news coverage and advertising for logical appeals, source credibility,

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

Changed Field	Current Version	Proposed Version
	message distortion, propaganda, emotional appeals, and audience sensitivity.	7. Examine how one's own beliefs, preconceptions, and values influence critical thought.
	7. Examine how one's own beliefs, preconceptions, and values influence critical thought.	4. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy.
	8. Apply ethical standards when examining, developing, and presenting arguments.	1. Engage in pre-writing activities including narrowing a topic, generating ideas, determining the audience and the relationship between audience and message, and setting an appropriate tone.
	4. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy.	2. Find, evaluate, analyze, and interpret sources, incorporating them into written argument essays with proper attribution, citation, and documentation (e.g. MLA or APA).
	1. Engage in pre-writing activities including narrowing a topic, generating ideas, determining the audience and the relationship between audience and message, and setting an appropriate tone.	3. Apply writing strategies such as drafting, collaboration, self and peer editing, and revision to develop written arguments.
	2. Find, evaluate, analyze, and interpret sources, incorporating them into written argument essays with proper attribution, citation, and documentation (e.g. MLA or APA).	4. Support a claim with valid, logical, and coherent reasons and evidence.
	3. Apply writing strategies such as drafting, collaboration, self and peer editing, and revision to develop written arguments.	5. Follow conventions of standard written English in sentence structure, punctuation, grammar, and spelling.
	4. Support a claim with valid, logical, and coherent reasons and evidence.	6. Synthesize evidence into original ideas using effective summarizing, paraphrasing, and quoting techniques to create cohesive arguments.
	5. Follow conventions of standard written English in sentence structure, punctuation, grammar, and spelling.	5. Discuss and debate views on contemporary issues using appropriate argument methods and structures.
	6. Integrate sources and the ideas of others through summarizing, paraphrasing, and quoting with proper attribution.	1. Select appropriate strategies and procedures to construct an oral

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

5. Discuss and debate views on controversial issues using appropriate argument methods and structures.
 1. Select appropriate strategies and procedures to construct an oral argument.
 2. Examine differences between oral and written styles of argument.
 3. Employ presentation strategies appropriate to the topic, message, audience, and occasion.
 4. Develop listening skills to foster respectful, inclusive, reflective, and critical listening appropriate in resolution-oriented argumentation.
 5. Study different approaches to cooperative argument discourse including deliberation, collaboration, critical discussion, structured controversy, and negotiation.
 6. Apply rules of ethical discourse to critical discussion and debate.
 7. Deliver arguments confidently and extemporaneously.
 8. Employ a variety of systematic approaches to critically testing arguments through cross-examination, refutation and rebuttal.
6. Evaluate research through in-depth investigation of related theoretical concepts and by making interdisciplinary connections.
 1. Research and study major concepts in-depth as they relate to equity, democracy, critical inquiry, advocacy, dialogue, and social change.
 2. Make interdisciplinary

- argument.
 2. Examine differences between oral and written styles of argument.
 3. Employ presentation strategies appropriate to the topic, message, audience, and occasion.
 4. Apply active listening strategies to identify shared premises and points of mutual validity within diverse and conflicting arguments
 5. Study different approaches to cooperative argument discourse including deliberation, collaboration, critical discussion, structured controversy, and negotiation.
 6. Apply rules of ethical discourse to critical discussion and debate.
 7. Deliver arguments confidently and extemporaneously.
 8. Employ a variety of systematic approaches to critically testing arguments through cross-examination, refutation and rebuttal.
6. Evaluate research through in-depth investigation of related theoretical concepts and by making interdisciplinary connections.
 1. Research and study major concepts in-depth as they relate to equity, democracy, critical inquiry, advocacy, dialogue, and social change.
 2. Make interdisciplinary connections, especially relating to core competencies, honors project, other honors classes, and major area of study.
 7. Apply theoretical concepts to

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):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	COMM C1000, COMM C1000H, COMM D010. or COMM D010H	COMM C1000, COMM C1000H, COMM D010. or COMM D010H
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignments A, 1-3 A. Reading 1. Study college-level texts that directly address argumentation, critical reasoning, writing, and communication. 2. Critically read, analyze, compare and evaluate complex research sources. 3. Ready daily news periodicals from a variety of diverse local, national, and international sources. Course Objective D 1 & 2 D. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. 1. Develop skills necessary for analytical reading, writing, and speaking about the major questions, problems, and issues of people in diverse cultures. 2. Compare the limitations of one-sided argumentative discourse to multi-perspective inquiry when analyzing complex social issues.

Changed	Questions	Current Version	Proposed Version
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments B, 1-4 B. Writing 1. Write at least 6000 words using a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thought. 2. Apply writing strategies such as drafting, collaboration, self and peer editing, and revision to develop written arguments. 3. Write argumentative research papers that advocate for or against a policy change on socially relevant, contemporary issues 4. Compose essays that employ writing strategies such as analysis, synthesis, summary, and evaluation, and that emphasize writing tasks, such as causal analysis, argumentation, definition, interpretation, and comparative analysis. Course Objective C, 7 C. Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues. 7. Examine how one's own beliefs, preconceptions, and values influence critical thought. Course Objective D 1 D. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. 1. Develop skills necessary for analytical reading, writing, and speaking about the major questions, problems, and issues of people in diverse cultures.

Changed	Questions	Current Version	Proposed Version
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignments B 7 7. Write final research paper to critically analyze a current political, economic, global, cultural, or gender issue using APA or MLA style. Course Objectives B, 1-3 B. Research and evaluate information to develop informed, ethical arguments with valid reasons and evidence. 1. Find, evaluate, and critically analyze, diverse information, distinguishing between primary, secondary, and automated sources using standards of accuracy, validity, recency, relevance and sufficiency. 2. Give credit to the original ideas of others through attribution and proper citation (e.g. MLA or APA). 3. Demonstrate ethical research practices by adhering to academic standards regarding plagiarism, copyright, and the disclosure of generative technologies Course Objective D 2 D. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. 2. Find, evaluate, analyze, and interpret sources, incorporating them into written argument essays with proper attribution, citation, and documentation (e.g. MLA or APA).
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments B 6 6. Write in-class essays exhibiting acceptable understanding of mechanics, organization, development, and coherence. Course Objective D 5 D. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. 5. Follow conventions of standard written English in sentence structure, punctuation, grammar, and spelling.

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments: C 1-2; D 1-3 C. Listening 1. Practice listening skills to foster respectful, inclusive, reflective, and critical listening appropriate in argumentation. 2. Apply reflective and critical listening to argument and media analysis. D. Speaking 1. Engage in collaboration, dialogue and discussion in order to develop respect for the complexity and diversity in ways of thinking about contemporary local and global issues. 2. Construct and defend arguments on complex social issues using established rhetorical models (e.g. Toulmin, Stock Issues, Rogerian argument, etc.) to demonstrate evidence based reasoning 3. Examine, refute and extend arguments through cross-examination, refutation and rebuttal. Course Objective C: 3, 5, & 6 C. Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues. 3. Engage in collaborative dialogue and discussion to analyze distinct cultural and political perspectives on systemic issues such as race, gender, disability and environmental justice. 5. Examine how literature and media contribute to construction of human thought. 6. Critically examine arguments in editorial content, news coverage and advertising for logical appeals, source credibility, message distortion, propaganda, emotional appeals, and audience sensitivity.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version

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

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

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

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
	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

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	Not open to students with credit in COMM 9. Admission into this course requires consent of the Honors Program Coordinator.
	Objective 3: For Prerequisites based on Government/ Licensing/ Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value

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	Objective A 1-6 A. Apply the principles of critical inquiry, logic and sound reasoning to argumentative written and oral communication 1. Examine the standard formats of argumentation including analysis of stock issues, Toulmin's argument model, parliamentary debate, constructive and negative cases, refutation and rebuttal. 2. Differentiate between fact, value, and policy propositions and formulate clear propositions that advance reasonable positions. 3. Distinguish reasons from conclusion, fact from judgment and opinion, and belief from knowledge. 4. Examine logical forms of reasoning (cause, sign, analogy, inductive, deductive). 5. Develop logical relationships between claims and evidence. 6. Identify and examine common reasoning fallacies and distinguish effective, valid argument from reasoning that is unclear, invalid, or both.

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	Objective D.3 D. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy. 3. Apply writing strategies such as drafting, collaboration, self and peer editing, and revision to develop written arguments. Assignments D.1 D. Speaking 1. Engage in collaboration, dialogue and discussion in order to develop respect for the complexity and diversity in ways of thinking about contemporary local and global issues.
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Objective D D. Formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking and advocacy.

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	Objective C C. Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues.
!	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	Assignments A A. Reading 1. Study college-level texts that directly address argumentation, critical reasoning, writing, and communication. 2. Critically read, analyze, compare and evaluate complex research sources. 3. Ready daily news periodicals from a variety of diverse local, national, and international sources. Objective C C. Analyze issues from diverse perspectives and communicate confidently and responsibly about global, cultural, social and environmental issues.

Changed	Questions	Current Version	Proposed Version
!	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation Final written research project and debate presentation that requires students to critically analyze a current political, economic, global, cultural, or gender issue using APA or MLA style and to demonstrate a clear grasp of concepts developed throughout the course.

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)	COMM 009H	COMM 009H
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	Cross-Listed/ Related Course Information	NA	NA
	Cross-Listed/ Related Course ID's	No Value	No Value
❗	DL Approval Date (MM/DD/YYYY)	No Value	06/16/2026
❗	Hybrid Approval Date (MM/DD/YYYY)	05/07/2019	06/16/2026
	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	No Value

Changed	Questions	Current Version	Proposed Version					
!	Stage 3: DEI	No Value						Initiator - Indicate "Y" When Completed or Initiator's Response Noted!
			Date	Tab	Part - Field	Type of Edit	Edit	Wasn't aware we could mess with it that much. I'm leaving it alone for now since, due to CCN changes, we'll have to modify it again next year.
			4/15/2026	Basic Course Information	Course Description	Suggested	Consider revisions to describe the knowledge, skills, and students will gain upon the completion of the course	

Changed	Questions	Current Version	Proposed Version
			Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse suggested 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.
4/15/2026	Specifications	Examples of Primary Texts and References	Y

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 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. It's primarily taught by one instructor (me); we generally do try to do this, but it's hit or miss (students perform on sensitive topics, thus may not always want to share)
		4/15/2026	Specifications
			Methods of Evaluation
			Suggested
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 6: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			4/23/26	Matrix H	Objective 2	required	please complete for your honors limitation on enrollment	Y
	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	COMMD009H
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000592140

Articulation

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

Course Outline of Record Report

05/18/2026

E SD058A : Leadership in Energy and Environmental Design (LEED) Green Associate Test Prep

General Information

Faculty Initiator:	Ronald Wheelehan
Attachments:	Online_ES_58A_2027F.pdf Hybrid_ES_58A_2027F.pdf
Course ID (CB01A and CB01B) :	E SD058A
Short Course Title:	No value
Course Title (CB02) :	Leadership in Energy and Environmental Design (LEED) Green Associate Test Prep
Department:	E S - Environmental Studies
Effective Term:	Fall 2027
TOP Code (CB03) :	(0303.00) *Environmental Technology
CIP Code:	(15.0507) Environmental/Environmental Engineering Technology/Technician.
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	06/16/2026
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course prepares students to take the Leadership in Energy & Environmental Design (LEED) Green Associate exam offered by the U.S. Green Building Council (USGBC). Students explore green building strategies including energy efficiency, water conservation, sustainable materials, site development, and indoor environmental quality, environmental stewardship, economic development, and social equity.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Environmental Technologies (Environmental hazardous material technology, hazardous material abate- ment, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - FACILITIES MAINTENANCE TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This CTE course prepares students for the LEED Green Associate exam which address the growing demand for professionals with knowledge of sustainable building practices. Administered by the U.S. Green Building Council, the credential is widely recognized across architecture, construction, facilities management, and sustainability consulting. This course will provide students with foundational knowledge of green building systems while preparing them for a nationally recognized credential, strengthening workforce readiness and supporting career pathways in the expanding green economy.

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.

Students will complete at least two assignments focused on equity in sustainability. These assignments emphasize that the green building community should not only seek to conserve energy and reduce waste, but also actively engage with vulnerable and historically underserved communities that are most likely to experience the greatest impacts of climate change. Students who successfully complete the course will gain the foundational knowledge needed to pursue the United States Green Building Council's Green Associate credential. In addition, the course aims to support students from historically underrepresented groups by providing preparation for higher-paying careers in sustainability and green building fields. Students will also learn the principles of inclusive building design and universal design, which focus on creating accessible, welcoming, and functional spaces for all users. Examples include wheelchair-accessible ramps, braille and tactile signage, universal restroom facilities, and other design features that support people of varying abilities, backgrounds, and needs.

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 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	4

Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ Variable Credit Course

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Course Materials and Presentations
Lecture and Visual Aids
Discussion of assigned reading
Exploration of Internet sites
Homework and extended memorization utilities
Guest Speakers
Collaborative learning and small group exercises
Test Practice Apps
Digital Flash Cards

Assignments

- A. Required reading study assignments from text and other pertinent readings
- B. USGBC exam questions practice covering the topics covered in class and as homework
- C. Team and individual projects preparing for the USGBC Green Associate Test

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Homework assignments or case studies requiring the application of the skills required for a LEED Green Associate presented in the lectures and reading. Evaluated on correctness and completeness.
- B. One or two midterm examinations requiring students to apply concepts from LEED Core Concepts Guide and LEED Green Associate Study Guide covered in the lectures and reading. Questions evaluated on correctness and completeness.
- C. Final Examination requiring students to apply topics covered in the lectures and readings. Questions derived from LEED Green Association test sample questions or mock exams.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- An Internet Device with Word Processing and Spreadsheet capabilities
- A mobile device on which Apps can be installed

Essential College Facilities:

- Kirsch Center for Environmental Studies Special purpose facilities: sustainable building with sustainable materials, design, energy management classroom (KC239), PV (Photovoltaic/outdoor lab KC West), rooftop/building systems: solar thermal system, PV system, controls room & other equipment

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
US Green Building Council	LEED Core Concepts Guide: an Introduction to LEED and Green Building, Fifth Edition	U.S. Green Building Council, Incorporated	2025/5th Edition	979-8-9925110-4-8
U.S. Green Building Council	LEED Green Associate Study Guide: A Companion to the LEED Core Concepts Guide	U.S. Green Building Council, Inc.	2025/5th Edition	979-8-9925110-8-6
McCombs, Heather	LEED Green Associate™ Exam Preparation Guide, LEED® v5 Edition (TBD)	American Technical Publishers	v5 Edition (or current)	978-0-8269129-4-7
Suggested Reading List No Value				

Learning Outcomes

Course Objectives

Prepare students for the LEED Green Associate examination administered by the U.S. Green Building Council by covering key concepts, terminology, rating systems, and sustainability principles included in the exam content outline.

Provide students with structured review, practice questions, and exam strategies that develop the knowledge and analytical skills necessary to successfully complete the LEED Green Associate certification exam and apply green building principles in professional settings.

CSLOs

Explain and apply fundamental principles of sustainable building and environmental design used in the LEED Green Associate framework developed by the U.S. Green Building Council. Expected SLO Performance: 0.0

Identify and evaluate the major LEED rating system categories—including Sustainable Sites, Water Efficiency, Energy and Atmosphere, Materials and Resources, and Indoor Environmental Quality—and their role in improving building performance. Expected SLO Performance: 0.0

Analyze building design and operational strategies that improve energy efficiency, conserve natural resources, and support occupant health and sustainable building performance. Expected SLO Performance: 0.0

Apply LEED terminology, sustainability concepts, and credit strategies to solve scenario-based problems similar to those encountered on the LEED Green Associate certification exam. Expected SLO Performance: 0.0

Evaluate the social and environmental justice dimensions of sustainable building, including how building design, energy systems, and urban development can affect vulnerable communities, access to healthy indoor environments, and equitable distribution of environmental benefits. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Introduction to Green Building
 - 1. The built environment and sustainability
 - 2. Environmental, economic, and social impacts of buildings
 - 3. Conventional vs. sustainable development
 - 4. Regenerative and resilient design concepts
- B. Overview of LEED and Green Building Certification
 - 1. History and purpose of LEED
 - 2. U.S. Green Building Council and credentialing structure
 - 3. LEED rating systems and certification levels
 - 4. LEED project lifecycle and documentation
- C. Integrative Process and Project Planning
 - 1. Collaborative design approaches
 - 2. Life-cycle thinking and cost analysis
 - 3. Stakeholder engagement and sustainability goals
 - 4. Social equity considerations in project development
- D. Location and Transportation
 - 1. Smart growth and sustainable land use
 - 2. Transit access and active transportation
 - 3. Urban density and community connectivity
 - 4. Equitable development and housing considerations
- E. Sustainable Site Development
 - 1. Site selection and environmental impacts
 - 2. Habitat protection and ecosystem restoration
 - 3. Heat island mitigation
 - 4. Stormwater management
- F. Water Efficiency
 - 1. Water conservation strategies
 - 2. Indoor and outdoor water use reduction
 - 3. Water reuse and alternative water systems
 - 4. Water metering and performance monitoring
- G. Energy and Atmosphere
 - 1. Energy efficiency and building performance
 - 2. Renewable energy technologies
 - 3. Electrification and decarbonization strategies
 - 4. Energy monitoring and commissioning
- H. Materials and Resources
 - 1. Life-cycle assessment
 - 2. Sustainable material sourcing
 - 3. Waste reduction and circular economy concepts
 - 4. Embodied carbon and material health
- I. Indoor Environmental Quality
 - 1. Indoor air quality and ventilation
 - 2. Thermal comfort, lighting, and acoustics
 - 3. Occupant health and productivity
 - 4. Universal design and inclusive environments
- J. Innovation and Exam Preparation
 - 1. Regional priorities and innovation credits
 - 2. Emerging green building technologies
 - 3. Review of LEED terminology and concepts
 - 4. Practice exams and exam-taking strategies

Blue Form

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

negotiated values.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 4
- Lec hrs: 4
- Lec load: .089
- St Ct: 24
- mkct 06/16/2026

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

E S D058.

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.

Evaluate the social and environmental justice dimensions of sustainable building, including how building design, energy systems, and urban development can affect vulnerable communities, access to healthy indoor environments, and equitable distribution of environmental benefits.

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

Analyze building design and operational strategies that improve energy efficiency, conserve natural resources, and support occupant health and sustainable building performance.

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
4/15/2026	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.	Y, Unfortunately, there are no "free" or low cost (under \$50). The U.S. Green Building Council offers the Core Concept Guide and Study Guide with a student discount, but the current price for each is about \$95. However other options may arise before the course starts in Fall 2027. But for right now, students must purchase the official guides from the USGBC.
4/15/2026	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.	Yes, USGBC's LEED Green Associate Study Guide and LEED Core Concepts Guide, 5th Edition to prepare students for the LEED Green Associate v5 exam. This is a digital resource that is structured around the exam specifications, which are the list of topics (or knowledge domains) that LEED Green Associates need to be familiar with.
4/15/2026	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.	Yes, N/A- since this a Certificate Test prep course, student only need to demonstrate proficiency by answering Multiple Choice questions only.
4/15/2026	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.	Yes, the course/instructor will provide several practice tests as examples. It is noted that students will have practice test and scores for successful assignments (practice tests).
4/15/2026	Outline	Course Outline	Suggested	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 not appropriate, no problem -- just let me know in the initiator response box.	This is not appropriate as students will explore many sustainable buildings across many diverse communities.

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
5/2/26	Matrix A	All that apply	Required	Please complete for your English advisory	Y Please input "No Value" I've checked all of our courses and they all state "No Value" in the COR for Matrix A. Please remove 1-5 does not apply. Thank you.
5/2/26	Basic Course Information	Attachments	Required	Please complete and upload a Matrix G for your ES 58 advisory As long as your course has an advisory of "ENGL C1000 or ENGL C1000H or ESL D005" you must complete Matrix A.	Y See Attached
5/5/26	Matrix A		Required	Please note that any course with such an advisory that has not been updated in eLumen would appear to have a blank matrix A because prior to eLumen this was a hard copy form.	Y, ok I added two objectives in the A matrix.
Stage 7: Dean of Online Learning					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/6/26	Basic Course Information	Proposed Details - Attachments	Required	Please include Online and Hybrid Course delivery forms as .pdf files	Yes, see attached forms to project details. This Stage does not accept PDF files.
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)

06/16/2026

Hybrid Approval Date (MM/DD/YYYY)

06/16/2026

Curriculum Office Notes

No Value

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
Credit Units	Total Lecture Hours per Term
Credit Units	Total Credit Units
Credit Units	Minimum Credit Units
Credit Units	Maximum Credit Units
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Req/Adv	Prerequisite(s):
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
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

Section	Changed field
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
Blue Form	1. Is the unit(s) change required for articulation?
Blue Form	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.
Blue Form	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.
Blue Form	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.
Blue Form	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.
H-Matrix Form	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.
Comments	Stage 3: DEI
Course Justification	Course Justification
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 be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
Course Student Hours - Profile Name: Default Profile	Total Student Learning Hours

Section	Changed field
Course Student Hours - Profile Name: Default Profile	Lecture Hours - Course In-Class (Contact) per Term
Course Student Hours - Profile Name: Default Profile	Lecture Hours - Course Out-of-Class per Term
Course Student Hours - Profile Name: Default Profile	Total - Course In-Class (Contact) Hours
Course Student Hours - Profile Name: Default Profile	Total - Course Out-of-Class Hours
Course Student Hours - Profile Name: Default Profile	Total Credit Units - Minimum Credit Units
Course Student Hours - Profile Name: Default Profile	Total Credit Units - Maximum Credit Units
Weekly Student Hours - Profile Name: Default Profile	Lecture Hours - In Class
Weekly Student Hours - Profile Name: Default Profile	Lecture Hours - Out of Class

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	eLumenData, eLumenData	- Katelyn Endow - Carobus, Pati - Tracey, Iva
	Course ID (CB01A and CB01B)	ESLD251.	ESLD251.
	Course Control Number	CCC000624629	CCC000624629
	Course Title (CB02)	High Intermediate Listening and Speaking	High Intermediate Listening and Speaking
	Short Course Title	HGH INTER LISTNG/SPEAKNG	HGH INTER LISTNG/SPEAKNG
	TOP Code (CB03)	4930.86	4930.86 English as a Second Language–Speaking/Listening
	CIP Code	Second Language Learning	32.0109 Second Language Learning
	Department	ESL - Eng. as a Second Lang.	ESL - Eng. as a Second Lang.
	Effective Term	Fall 2021	Fall ~~2024~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course covers English speaking and listening practice in a variety of contexts, with the development of vocabulary appropriate in both formal and informal situations.	Multilingual students will practice high intermediate listening comprehension and speaking skills. At the end of the course, students will be able to apply a variety of speaking and presentation strategies, pronunciation mechanics, and note-taking skills at the high intermediate ESL level.
	Course Type (CB27)	No value	Lower Division
	Mode of Delivery	Online	- Online - Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	ESL
	Discipline 2	No value	No value
	Discipline 3	No value	No value

Changed	Field	Current Version	Proposed Version
	FSA	No value	FHDA FSA - ESL

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course provides listening and speaking skills at the high-intermediate level. It provides the required foundation of listening and speaking skills in a variety of contexts, and students develop vocabulary appropriate in both formal and informal situations. This is a stand-alone, basic skills course.	This course provides listening and speaking skills at the ~~high-intermediate~~ <u>high intermediate</u> level. It provides the required foundation of listening and speaking skills in a variety of contexts, and students develop vocabulary appropriate in both formal and informal situations. This is a stand-alone, basic skills course.

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	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This is a basic skills, stand-alone course because it is neither degree-applicable nor transferable to a university. The purpose of the course is to meet the needs of students whose native language is not English and who take the ESL Placement Assessment but do not qualify for transfer-level ESL or English. By providing high intermediate listening and speaking skills, this course can help students strengthen their English skills and be successful in transfer level courses.</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	<u>No</u>

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>The course description uses welcoming, student-centered language and clearly articulates the skills students will develop. Assignments are designed to connect course content to students' lived experiences — for example, students may choose presentation topics that are personally relevant and meaningful, and post-presentation self-reflection encourages growth through metacognition. Peer review activities and feedback on presentation outlines further support revision and collaborative learning. The course content itself directly advances cultural equity by building awareness of stereotypes, fostering respect for cultural diversity, and engaging students in cross-cultural comparison and analysis. One open educational resource (OER) text is included among the course materials.</u>
	Please check all areas in the COR that address DEI.	No value	• Outline - Course Outline • Specifications - Methods of Evaluation • Specifications - Methods of Instruction • Specifications - Examples of Primary Texts and References • Specifications - Assignments • Basic Course Information - Course Description

More Options

Changed	Field	Current Version	Proposed Version

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	Three levels below transfer.	Three levels 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 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	

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 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	
	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	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
!	Lecture Hours - In Class	2	~~2~~ 4
!	Lecture Hours - Out of Class	4	~~4~~ 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	72	~~72~~ 144
!	Lecture Hours - Course In-Class (Contact) per Term	24	~~24~~ 48
!	Lecture Hours - Course Out-of-Class per Term	48	~~48~~ 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	24	~~24~~ 48

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	48	~~48~~ <u>96</u>
	Total Credit Units - Minimum Credit Units	2	~~2~~ <u>4</u>
	Total Credit Units - Maximum Credit Units	2	~~2~~ <u>4</u>

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	72	~~72~~ <u>144</u>
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2	~~2~~ <u>4</u>
	Minimum Credit Units	2	~~2~~ <u>4</u>
	Maximum Credit Units	2	~~2~~ <u>4</u>

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 Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Other: Short critical thinking responses, journals, laboratory activities, computer program and other media assignments, etc.	Methods of Instruction Methods of Instruction Lectures and visual aids Small group and whole class discussions Problem solving performed in class Quizzes and examination reviews Homework and extended projects Collaborative learning and small group exercises Collaborative projects Pronunciation activities Presentations and small group discussions Other: Short critical thinking responses, journals, etc.

Changed	Field	Current Version	Proposed Version
!	Assignments	1. Listening 1. Audio and video recordings 2. Television and movies 3. Internet resources 4. Computer software programs 2. Speaking 1. Students will engage in interpersonal communications such as interviews, surveys, Cross-Cultural Partners, and Listening and Speaking Center workshops. 2. Interviews 3. Public Speaking: Students will speak individually in front of the class in the form of short critical thinking responses to class material and personal experience. These activities can take up to 4 hours of class time during the quarter. 1. Formal speeches 2. Role plays 3. Skits 3. Reading 1. Dialogues in textbook 2. Narratives in textbook 3. Authentic sources/materials 4. Writing 1. Dialogues 2. Text exercises 3. Reports/Summaries	1. Listening 1. Audio and video recordings, such as 1. Short lectures 2. Assisted television 3. Newscasts 4. Textbook audio 5. Podcasts 2. Peer review, such as 1. Class presentations 2. Interviews 3. Discussions 4. Debates 3. Online resources, such as 1. ESL software 1. Pearson English Interactive Level 4 2. Pronunciation Power 1 2. ESL websites 2. Speaking 1. Interpersonal communication activities, such as 1. Interviews 2. Surveys 3. Cross-Cultural Partners 4. Listening and Speaking Center workshops 2. Formal Presentations 1. Two formal, rehearsed presentations in front of the class 2. If appropriate, may choose a topic that is relevant and meaningful to them 3. Post-presentation self-reflection 3. Short spontaneous verbal responses that are recorded or in-person, such as 1. Responses to questions and prompts 2. Role plays 3. Skits 4. Debates 3. Reading 1. Reading aloud 1. Model dialogues and narratives 2. Pronunciation practice 2. Listening previews, background information, and passages in the text 3. Outlines of lectures and presentations 4. Authentic sources/materials 4. Writing 1. Outlines of presentations 1. Feedback from teachers and peers that encourages revision of the outline 2. Short answers to listening exercises 3. Note-taking on audio and video recordings 4. Listening journals 5. Dialogues 6. Textbook exercises 7. Reports 8. Summaries 5. Vocabulary Development 1. Vocabulary journals 2. Textbook exercises 3. Incorporation of vocabulary into speech 6. Listening & Speaking Center Participation. 1. Possible activities include: 1. Conversation Groups 2. Tutoring 3. Workshops 4. Computer-assisted instructional programs 2. Cross-Cultural Partnership Program (CCP)



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Completion of in-class assignments on listening comprehension and understanding of cultural differences.
2. Completion of homework assignments on listening comprehension and understanding of cultural differences.
3. Quizzes to evaluate proficiency in using vocabulary, grammar, and reading comprehension.
4. Two formal presentations to evaluate proficiency in writing, speaking, and listening. Presentations should be relevant, and presented in a logical manner. Evaluation includes peer and self-evaluation.
5. Midterm exam on listening comprehension, speaking, reading, and writing. Includes a listening and a speaking section.
6. Final exam on listening comprehension, speaking, reading, and writing. Includes a listening and a speaking section.

Changed	Field	Current Version	Proposed Version
		Methods of Evaluation 1. Class participation by contributing to discussions, completing written and oral assignments, sharing research findings, asking and answering questions, and applying learned strategies. 2. Listening quizzes, pronunciation quizzes, and presentations on listening comprehension, pronunciation, grammar, understanding of cultural differences, and discourse functions. 3. Oral/aural midterm exam on pronunciation, culture awareness, understanding of literal and implied meaning, use of grammar in different situations. 4. Oral/aural final exam on pronunciation, culture awareness, understanding of literal and implied meaning, use of grammar in different situations. 5. Completion of in-class and homework assignments on texts, listening comprehension, pronunciation, grammar, understanding of cultural differences, and discourse functions.	

Changed	Field	Current Version	Proposed Version																				
❗	Essential Student Materials/Essential College Facilities	Essential Student Materials: - None. Essential College Facilities: - None.	Essential Student Materials: - None Essential College Facilities: - None																				
❗	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Tess Ferree and Kim Sanabria, "NorthStar Listening and Speaking Level 4," 5th Edition. Pearson, 2019.</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	Tess Ferree and Kim Sanabria, "NorthStar Listening and Speaking Level 4," 5th Edition. Pearson, 2019.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Prism Level 3 Listening and Speaking</td></tr><tr><td>Author</td><td>Lewis Lansford and Robyn Brinks Lockwood</td></tr><tr><td>Publisher</td><td>Cambridge University Press</td></tr><tr><td>Date/Edition</td><td>2022/1st edition</td></tr><tr><td>ISBN</td><td>9781009243650</td></tr></table>	Title	Prism Level 3 Listening and Speaking	Author	Lewis Lansford and Robyn Brinks Lockwood	Publisher	Cambridge University Press	Date/Edition	2022/1st edition	ISBN	9781009243650
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<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Ferrer-Hanreddy, "Mosaic 1," Listening and Speaking. 6th Ed. Whalley & Hanreddy, Mcgraw Hill College, 2013.</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	Ferrer-Hanreddy, "Mosaic 1," Listening and Speaking. 6th Ed. Whalley & Hanreddy, Mcgraw Hill College, 2013.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Speaking, Listening, and Pronunciation Projects for ELLs-Intermediate level</td></tr><tr><td>Author</td><td>Brittany Zemlick</td></tr><tr><td>Publisher</td><td>LibreTexts</td></tr><tr><td>Date/Edition</td><td>2022</td></tr><tr><td>ISBN</td><td>https://human.libretexts.org/Bookshelves/Languages/English_as_a_Second_Language/Bookshelves/English_as_a_Second_Language/Intermediate_Level_(Zemlick)</td></tr></table>	Title	Speaking, Listening, and Pronunciation Projects for ELLs-Intermediate level	Author	Brittany Zemlick	Publisher	LibreTexts	Date/Edition	2022	ISBN	https://human.libretexts.org/Bookshelves/Languages/English_as_a_Second_Language/Bookshelves/English_as_a_Second_Language/Intermediate_Level_(Zemlick)		
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Changed	Field	Current Version	Proposed Version
!	Suggested Reading List	Reading List Brinton, Snow, and Wesche. "Content-Based Second Language Instruction," University of Michigan Press, 2003.	No value
		May include, but are not limited to No value	
		Reading List Brown, H. Douglas. "Principles of Language Teaching and Learning (6th ed)". Pearson Education ESL, 2014.	
		May include, but are not limited to No value	
		Reading List Brown, J.D. "New Ways of Classroom Assessment." TESOL, 2000.	
		May include, but are not limited to No value	
		Reading List Buck, Gary. "Assessing Listening," Cambridge University Press, 2001	
		May include, but are not limited to No value	
		Reading List Celce, Murcia, Mairianne. "Teaching English as a Second Language (4th ed)." Cengage, 2014.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Celce-Murcia and Elite Olshtain. "Discourse and Context in Language Teaching," Cambridge Univeristy Press, 2001. May include, but are not limited to No value	
		Reading List Richards and Rodgers. "Approaches and Methods in Language Teaching, (3rd ed.)" Cambridge University Press, 2013. May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version								
	Course Objectives	• Listen, comprehend and answer questions based on both literal and implied meaning in extended recorded or authentic spoken discourse including lectures, newscasts, conversations, stories, and interviews. • Use a variety of discourse functions in class discussions. • Use appropriate spoken American English grammar. • Use appropriate spoken American English in a variety of situations and registers and in discussions on a variety of topics at high-intermediate level. • Discuss and analyze American customs and cultural attitudes by comparing and contrasting them with the students' own • Produce comprehensible pronunciation with a focus on suprasegmentals.	• Listen, comprehend and answer questions to identify main ideas and details in aural texts such as lectures, newscasts, conversations, stories, and interviews. • Exhibit basic note-taking skills on passages including lectures, newscasts, discussions, conversations, and interviews. • Demonstrate comprehensible high intermediate American English in discussions, presentations, and a variety of real-life situations. • Demonstrate clear pronunciation and adequate rate of speech appropriate to the high intermediate level of English fluency. • Discuss and analyze American customs and cultural attitudes by comparing and contrasting them with the students' own.								
	CSLOs	<table><tr><td>CSLOs</td><td>Produce comprehensible high-intermediate spoken English through one-on-one, group, and public speaking situations on academic topics.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Produce comprehensible high-intermediate spoken English through one-on-one, group, and public speaking situations on academic topics.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Produce comprehensible high-intermediate spoken English on a variety of topics through one-on-one, group, and public speaking situations.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Produce comprehensible high-intermediate spoken English on a variety of topics through one-on-one, group, and public speaking situations.	Expected SLO Performance	0.0
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		<table><tr><td>CSLOs</td><td>Demonstrate listening comprehension of a variety of high-intermediate listening materials, including academic lectures, newscasts, interviews and dialogues by taking notes and answering questions.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Demonstrate listening comprehension of a variety of high-intermediate listening materials, including academic lectures, newscasts, interviews and dialogues by taking notes and answering questions.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Demonstrate listening comprehension of a variety of high intermediate listening materials, including lectures, newscasts, interviews and dialogues by taking notes and answering questions.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Demonstrate listening comprehension of a variety of high intermediate listening materials, including lectures, newscasts, interviews and dialogues by taking notes and answering questions.	Expected SLO Performance	0.0
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Expected SLO Performance	0.0										

Course Outline



Course Content

1. Listen, comprehend and answer questions based on both literal and implied meaning in extended recorded or authentic spoken discourse including lectures, newscasts, conversations, stories, and interviews.
 1. Literal meaning
 1. Details
 2. Answers to comprehension assignments
 3. Main idea
 2. Inferred meaning
 1. Context clues
 2. Speaker's tone
2. Use a variety of discourse functions in class discussions.
 1. Presenting reports in small groups
 2. Expressing opinions with support or logical reasoning
 3. Reporting group activities to class
 4. Expressing opinions with support or logical reasoning
 5. Analysis of issues
 6. Group/Individual presentations
3. Use appropriate spoken American English grammar.
 1. Gerunds and infinitives
 2. Passive voice
 3. Conditionals
 4. Tenses
 5. Modals
 6. Independent and Dependent Clauses
4. Use appropriate spoken American English in a variety of situations and registers and in discussions on a variety of topics at high-intermediate level.
 1. Giving and asking for advice
 2. Asking permission
 3. Expressing opinions
 4. Agreeing/disagreeing
 5. Asking for repetition
 6. Asking for clarification
 7. Complimenting
 8. Interrupting
 9. Initiating conversations
 10. Expressing interest and understanding
 11. Keeping a conversation going
 12. Closing conversations
5. Discuss and analyze American customs and cultural attitudes by comparing and contrasting them with the students' own
 1. Awareness of and overcoming stereotypes
 2. Appropriateness of formal and informal language
 3. Understanding of gender characteristics
 4. Tactful expression of opinions
6. Produce comprehensible pronunciation with a focus on suprasegmentals.
 1. Stress and rhythm
 2. Intonation, linking, thought groups, and reduction

1. Listen, comprehend, and answer questions to identify main ideas and details in aural texts such as lectures, newscasts, conversations, stories, and interviews.
 1. Main idea: identify the general topic or main message
 2. Key points: identify important ideas that help explain the main idea
 3. Supporting details: identify basic facts, examples, descriptions, and explanations that support key points
2. Exhibit basic note-taking skills on passages including lectures, newscasts, discussions, conversations, and interviews.
 1. Identify main ideas and some supporting details
 2. Identify key words
 3. Identify examples and illustrations
 4. Organize notes in a simple, logical manner
 5. Recognize and use basic outlines, abbreviations, and symbols
3. Demonstrate comprehensible high intermediate American English in discussions, presentations, and a variety of real-life situations.
 1. Present and discuss information in small groups
 2. Express opinions with support and logical reasoning
 3. Report group activities to class
 4. Group and individual presentations
 1. Delivery: voice, body language, preparedness, time management
 2. Content: organization, main points, supporting details, transitions
 5. Discourse functions, such as
 1. Giving and asking for advice
 2. Asking permission
 3. Expressing opinions
 4. Agreeing/disagreeing
 5. Asking for repetition
 6. Asking for clarification
 7. Complimenting
 8. Interrupting
 9. Initiating conversations
 10. Expressing interest and understanding
 11. Keeping a conversation going
 12. Closing conversations
 6. High Intermediate Grammar
 1. Gerunds and infinitives
 2. Passive voice
 3. Reporting
 4. Conditionals
 5. Tenses
 6. Modals
 7. Independent and Dependent Clauses
4. Demonstrate clear pronunciation and adequate rate of speech appropriate to the high intermediate level of English fluency.
 1. Segmental Features: Develop awareness of mouth, lip, and tongue positions in various consonant and vowel sounds
 2. Suprasegmental Features
 1. Stress
 1. Syllabic
 2. Content and function words in simple sentences
 2. Intonation in statements and questions
 3. Connected speech
 1. Linking between words
 2. Reduction of unstressed words
 3. Division of speech into smaller thought groups

Changed	Field	Current Version	Proposed Version
			3. Speech Clarity 1. Speak an understandable rate with some hesitation 2. Be understood by most listeners with limited need for repetition or clarification 5. Discuss and analyze American customs and cultural attitudes by comparing and contrasting them with the students' own. 1. Build awareness of and strategies for overcoming stereotypes 2. Recognize and respect cultural diversity 3. Compare and contrast familiar customs and traditions between cultures 4. Identify similarities and differences in daily social behavior 5. Use appropriate formal and informal language in familiar contexts 6. Express opinions tactfully
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ESL D244. or ESL D444. or a qualifying score on the English as a Second Language Placement Test	ESL D244. (or ESL D444.) with a "C" letter grade or better OR a course placement by the English as a Second Language Guided Self-Placement Assessment.
	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
	Entrance Skills(s):	(Restricted to students whose native language is not English.)	(Restricted to students whose native language is not English.)
	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)	202222	No Value
	Banner Division	2LA	No Value
	Catalog Term (21-22)	21-22	No Value

Changed	Questions	Current Version	Proposed Version
❗	5 Year Revision Year (2021)	2021	No Value
❗	Effective Quarter	Fall	No Value
❗	Effective Year (2021)	2021	No Value
	Sort ID (00 < 10; 0 < 100)	ESL 251	ESL 251
	Course Status	Substantial	Substantial
❗	Course Status Code	A	No Value
❗	Banner Department	ESL	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	06/16/2026
❗	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	06/16/2026
❗	Emergency Approval	DL	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
❗	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
❗	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Two hours lecture (24 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

Changed	Questions	Current Version	Proposed Version
!	Fund Code	114000	No Value
!	Organization Code	238003	No Value
!	Account Code	1320	No Value
!	Program Code	493086	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	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
!	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	n/a

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	Course Description adds presentation strategies, pronunciation mechanics, and note-taking as distinct outcome areas, expanding scope beyond the original's general focus on speaking and listening practice. Assignments are substantially broader across all skill areas. Listening is reorganized into three structured categories. Speaking adds two formal rehearsed presentations, which were not present in the original outline. Writing expands to include listening journals and speech outline revision cycles. Vocabulary Development and Listening & Speaking Center Participation are both new standalone categories with no equivalent in the original. Methods of Evaluation adds two in-class and rubric-assessed formal presentations and separates the midterm and final into distinct listening and speaking components, representing a more rigorous assessment workload than the original. Course Outline reflects increased depth throughout. Listening comprehension is restructured into a three-tier framework distinguishing main idea, key points, and supporting details. Note-taking becomes a standalone section with its own skill hierarchy, including abbreviations, symbols, and basic outlining. Speaking adds detailed delivery and content criteria for presentations, and expands discourse functions to cover a wide range of conversational and academic situations. Pronunciation grows substantially to cover segmental features, connected speech (linking, reductions, thought groups), and speech clarity benchmarks not present in the original. Culture expands from general awareness of customs to targeted strategies for overcoming stereotypes, recognizing diversity, and using appropriate formal and informal language in familiar contexts.
!	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	- Units: 2 - Lec Hrs: 2 - Lec Load: 0.044 - Total Load: 0.044 - Seat Ct: 25
!	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	- Units: 4 - Lec Hrs: 4 - Lec Load: 0.088 - Total Load: 0.088 - Seat Ct: 25 (mkct 3/6/26)
	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	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

Changed	Questions	Current Version	Proposed Version
	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
	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
	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
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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 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
	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	This restriction ensures that the course serves its intended purpose of supporting non-native English speakers in developing language skills necessary for academic success, without overlapping with transferable courses designed for native speakers.

De Anza GE Form

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
	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
			Date	Tab	Part - Field	Type of Edit	Edit	
!	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/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. 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
			03/23/2026	Specifications	Examples of Primary Texts and References	Suggested		
			03/23/2026	Specifications	Examples of Primary Texts and References	Suggested		Y - added to Methods of Evaluations D
	Stage 4: Articulation Officer	No Value	No Value					

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	ESLD251.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2026 12:00:00 AM
	External Review Approval Date	Sep 1, 2021 12:00:00 AM
	Course Control Number	CCC000624629

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

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	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
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
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

Section	Changed field
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
Req/Adv	Prerequisite(s):
Blue Form	1. Is the unit(s) change required for articulation?
Blue Form	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.
Blue Form	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.
Blue Form	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.
Blue Form	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.
H-Matrix Form	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.
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?
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?
Course Student Hours - Profile Name: Default Profile	Total Student Learning Hours
Course Student Hours - Profile Name: Default Profile	Lecture Hours - Course In-Class (Contact) per Term
Course Student Hours - Profile Name: Default Profile	Lecture Hours - Course Out-of-Class per Term
Course Student Hours - Profile Name: Default Profile	Total - Course In-Class (Contact) Hours
Course Student Hours - Profile Name: Default Profile	Total - Course Out-of-Class Hours
Weekly Student Hours - Profile Name: Default Profile	Lecture Hours - In Class
Weekly Student Hours - Profile Name: Default Profile	Lecture Hours - Out of Class

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	eLumenData, eLumenData	- Katelyn Endow - Tracey, Iva - Carobus, Pati
	Course ID (CB01A and CB01B)	ESLD451.	ESLD451.
	Course Control Number	CCC000624636	CCC000624636
	Course Title (CB02)	High Intermediate Listening and Speaking	High Intermediate Listening and Speaking
	Short Course Title	HGH INTER LISTNG/SPEAKNG	HGH INTER LISTNG/SPEAKNG
	TOP Code (CB03)	4930.86	4930.86 English as a Second Language–Speaking/Listening
	CIP Code	Second Language Learning	32.0109 Second Language Learning
	Department	ESL - Eng. as a Second Lang.	ESL - Eng. as a Second Lang.
	Effective Term	Fall 2021	Fall ~~2024~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course will explore English speaking and listening practice in a variety of contexts, along with the development of vocabulary appropriate in both formal and informal situations.	Multilingual students will practice high intermediate listening comprehension and speaking skills. At the end of the course, students will be able to apply a variety of speaking and presentation strategies, pronunciation mechanics, and note-taking skills at the high intermediate ESL level.
	Course Type (CB27)	No value	Lower Division
	Mode of Delivery	Online	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	ESL
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	FHDA FSA - ESL

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course provides listening and speaking skills at the high-intermediate level. It provides the required foundation listening and speaking skills in a variety of contexts, and students develop vocabulary, appropriate in both formal and informal situations. This is a noncredit enhanced, basic skills course that is included in the English as a Second Language Advanced Level Certificate of Competency.	This course provides <u>the required skills in</u> listening and speaking ~~skills~~ at the ~~high-intermediate level~~ . It ~~provides high intermediate level to prepare students for transfer-level classes. This is~~ the <u>required foundation first</u> listening and speaking ~~skills course~~ in a ~~variety of contexts, and students develop vocabulary, appropriate in both formal and informal situations three-course sequence.~~ This is a ~~noncredit enhanced, noncredit,~~ basic skills course ~~that and is included in part of~~ the English as a Second Language ~~Advanced Level Oral Communication~~ Certificate of Competency.

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	No value	

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	<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	<u>No</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>The course description uses welcoming, student-centered language and clearly articulates the skills students will develop. Assignments are designed to connect course content to students' lived experiences — for example, students may choose presentation topics that are personally relevant and meaningful, and post-presentation self-reflection encourages growth through metacognition. Peer review activities and feedback on presentation outlines further support revision and collaborative learning. The course content itself directly advances cultural equity by building awareness of stereotypes, fostering respect for cultural diversity, and engaging students in cross-cultural comparison and analysis. One open educational resource (OER) text is included among the course materials.</u>

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	Three levels below transfer.	Three levels 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 not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

UC Transferable and/or Lower-Division Major Requirement			
Changed	Field	Current Version	Proposed Version
	Will the course be UC transferable?	No value	<u>No</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	<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 English as a Second Language High Intermediate Level	Associated Program English as a Second Language High Intermediate Level
		Award Type Certificate of Competency	Award Type Certificate of Competency
		Associated Program English as a Second Language Oral Communication	Associated Program English as a Second Language Oral Communication
		Award Type Certificate of Competency	Award Type Certificate of Competency

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	2	~~2~~ 4
❗	Lecture Hours - Out of Class	4	~~4~~ 8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
!	Total Student Learning Hours	24	~~24~~ <u>48</u>
!	Lecture Hours - Course In-Class (Contact) per Term	24	~~24~~ <u>48</u>
!	Lecture Hours - Course Out-of-Class per Term	48	~~48~~ <u>96</u>
	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	24	~~24~~ <u>48</u>
!	Total - Course Out-of-Class Hours	48	~~48~~ <u>96</u>
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Other Non-Credit Enhanced Funding.	Other Non-Credit Enhanced Funding.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Elementary and Secondary Basic Skills.	Elementary and Secondary Basic Skills.
	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	24	24
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

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

Specifications			

Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Other: Short critical thinking responses, journals, laboratory activities, computer program and other media assignments, etc.	Methods of Instruction Methods of Instruction Lectures and visual aids Small group and whole class discussions Problem solving performed in class Quizzes and examination reviews Homework and extended projects Collaborative learning and small group exercises Collaborative projects Pronunciation activities Presentations and small group discussion Other: Short critical thinking responses, journals, etc.

Changed	Field	Current Version	Proposed Version
!	Assignments	1. Listening 1. Audio and video recordings 2. Television and movies 3. Internet resources 4. Computer software programs 2. Speaking 1. Students will engage in interpersonal communications such as interviews, surveys, Cross Cultural Partners, and Listening and Speaking Center workshops. 2. Interviews 3. Public Speaking: Students will speak individually in front of the class in the form of short critical thinking responses to class material and personal experience. These activities can take up to 4 hours of class time during the quarter. 1. Formal speeches 2. Role plays 3. Skits 3. Reading 1. Dialogues in textbook 2. Narratives in textbook 3. Authentic sources/materials 4. Writing 1. Dialogues 2. Text exercises 3. Reports/Summaries	1. Listening 1. Audio and video recordings, such as 1. Short lectures 2. Assisted television 3. Newscasts 4. Textbook audio 5. Podcasts 2. Peer review, such as 1. Class presentations 2. Interviews 3. Discussions 4. Debates 3. Online resources, such as 1. ESL software 1. Pearson English Interactive Level 4 2. Pronunciation Power 1 2. ESL websites 2. Speaking 1. Interpersonal communication activities, such as 1. Interviews 2. Surveys 3. Cross-Cultural Partners 4. Listening and Speaking Center workshops 2. Formal Presentations 1. Two formal, rehearsed presentations in front of the class 2. If appropriate, may choose a topic that is relevant and meaningful to them 3. Post-presentation self-reflection 3. Short spontaneous verbal responses that are recorded or in-person, such as 1. Responses to questions and prompts 2. Role plays 3. Skits 4. Debates 3. Reading 1. Reading aloud 1. Model dialogues and narratives 2. Pronunciation practice 2. Listening previews, background information, and passages in the text 3. Outlines of lectures and presentations 4. Authentic sources/materials 4. Writing 1. Outlines of presentations 1. Feedback from teachers and peers that encourages revision of the outline 2. Short answers to listening exercises 3. Note-taking on audio and video recordings 4. Listening journals 5. Dialogues 6. Textbook exercises 7. Reports 8. Summaries 5. Vocabulary Development 1. Vocabulary journals 2. Textbook exercises 3. Incorporation of vocabulary into speech 6. Listening & Speaking Center Participation. 1. Possible activities include: 1. Conversation Groups 2. Tutoring 3. Workshops 4. Computer-assisted instructional programs 2. Cross-Cultural Partnership Program (CCP)

Changed Field

Current Version

Proposed Version



Methods of
Evaluation

Methods
of
Evaluation

Methods of Evaluation

Methods of Evaluation

1. Completion of in-class assignments on listening com understanding of cultural differences.
2. Completion of homework assignments on listening c understanding of cultural differences.
3. Quizzes to evaluate proficiency in using vocabulary,
4. Two formal presentations to evaluate proficiency in u relevant, and presented in a logical manner. Evaluati model presentations. Additional peer and self-evalua
5. Midterm exam on listening comprehension, speaking main ideas and details. Includes a listening and a sp
6. Final exam on listening comprehension, speaking flu main ideas and details. Includes a listening and a sp

Changed	Field	Current Version	Proposed Version
		Methods of Evaluation 1. Class participation by contributing to discussions, completing written and oral assignments, sharing research findings, asking and answering questions, and applying learned strategies. 2. Listening quizzes, pronunciation quizzes, and presentations on listening comprehension, pronunciation, grammar, understanding of cultural differences and discourse functions. 3. Oral/aural midterm exam on pronunciation, culture awareness, understanding of literal and implied meaning, use of grammar in different situations. 4. Oral/aural final exam on pronunciation, culture awareness, understanding of literal and implied meaning, use of grammar in different situations. 5. Completion of in-class and homework assignments on texts, listening comprehension, pronunciation, grammar, understanding of cultural differences and discourse functions.	

Changed	Field	Current Version	Proposed Version																				
	Essential Student Materials/Essential College Facilities	Essential Student Materials: - None. Essential College Facilities: - None.	Essential Student Materials: - None. Essential College Facilities: - None.																				
❗	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Tess Ferree and Kim Sanabria, "NorthStar Listening and Speaking Level 4," 5th Edition. Pearson, 2019.</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	Tess Ferree and Kim Sanabria, "NorthStar Listening and Speaking Level 4," 5th Edition. Pearson, 2019.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Prism Level 3 Listening and Speaking</td></tr><tr><td>Author</td><td>Lewis Lansford and Robyn Brinks Lockwood</td></tr><tr><td>Publisher</td><td>Cambridge University Press</td></tr><tr><td>Date/Edition</td><td>2022/1st edition</td></tr><tr><td>ISBN</td><td>9781009243650</td></tr></table>	Title	Prism Level 3 Listening and Speaking	Author	Lewis Lansford and Robyn Brinks Lockwood	Publisher	Cambridge University Press	Date/Edition	2022/1st edition	ISBN	9781009243650
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ISBN	https://human.libretexts.org/Bookshelves/Languages/English_as_a_Second_La_Intermediate_Level_(Zemlick)																						

Changed	Field	Current Version	Proposed Version
!	Suggested Reading List	Reading List Brinton, Snow, and Wesche. "Content-Based Second Language Instruction," University of Michigan Press, 2003.	No value
		May include, but are not limited to No value	
		Reading List Brown, H. Douglas. "Principles of Language Teaching and Learning (6th ed)". Pearson Education ESL, 2014.	
		May include, but are not limited to No value	
		Reading List Brown, J.D. "New Ways of Classroom Assessment." TESOL, 2000.	
		May include, but are not limited to No value	
		Reading List Buck, Gary. "Assessing Listening," Cambridge University Press, 2001	
		May include, but are not limited to No value	
		Reading List Celce, Murcia, Mairianne. "Teaching English as a Second Language (4th ed)." Cengage, 2014.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Celce-Murcia and Elite Olshtain. "Discourse and Context in Language Teaching," Cambridge Univeristy Press, 2001. May include, but are not limited to No value	
		Reading List Richards and Rodgers. "Approaches and Methods in Language Teaching, (3rd ed.)" Cambridge University Press, 2013. May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version								
	Course Objectives	- Listen, comprehend and answer questions based on both literal and implied meaning in extended recorded or authentic spoken discourse including lectures, newscasts, conversations, stories, and interviews. - Use a variety of discourse functions in class discussions. - Use appropriate spoken American English grammar. - Use appropriate spoken American English in a variety of situations and registers and in discussions on a variety of topics at high-intermediate level. - Discuss and analyze American customs and cultural attitudes by comparing and contrasting them with the students' own - Produce comprehensible pronunciation with a focus on suprasegmentals.	- Listen, comprehend and answer questions to identify main ideas and details in aural texts such as lectures, newscasts, conversations, stories, and interviews. - Exhibit basic note-taking skills on passages including lectures, newscasts, discussions, conversations, and interviews. - Demonstrate comprehensible high intermediate American English in discussions, presentations, and a variety of real-life situations. - Demonstrate clear pronunciation and adequate rate of speech appropriate to the high intermediate level of English fluency. - Discuss and analyze American customs and cultural attitudes by comparing and contrasting them with the students' own.								
	CSLOs	<table><tr><td>CSLOs</td><td>Produce comprehensible high-intermediate spoken English through one-on-one, group, and public speaking situations on academic topics.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Produce comprehensible high-intermediate spoken English through one-on-one, group, and public speaking situations on academic topics.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Produce comprehensible high intermediate spoken English on a variety of topics through one-on-one, group, and public speaking situations.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Produce comprehensible high intermediate spoken English on a variety of topics through one-on-one, group, and public speaking situations.	Expected SLO Performance	0.0
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Expected SLO Performance	0.0										

Course Outline



Course Content

1. Listen, comprehend and answer questions based on both literal and implied meaning in extended recorded or authentic spoken discourse including lectures, newscasts, conversations, stories, and interviews.
 1. Literal meaning
 1. Details
 2. Answers to comprehension assignments
 3. Main idea
 2. Inferred meaning
 1. Context clues
 2. Speaker's tone
2. Use a variety of discourse functions in class discussions.
 1. Presenting reports in small groups
 2. Expressing opinions with support or logical reasoning
 3. Reporting group activities to class
 4. Expressing opinions with support or logical reasoning
 5. Analysis of issues
 6. Group/Individual presentations
3. Use appropriate spoken American English grammar.
 1. Gerunds and infinitives
 2. Passive voice
 3. Conditionals
 4. Tenses
 5. Modals
 6. Independent and Dependent Clauses
4. Use appropriate spoken American English in a variety of situations and registers and in discussions on a variety of topics at high-intermediate level.
 1. Giving and asking for advice
 2. Asking permission
 3. Expressing opinions
 4. Agreeing/disagreeing
 5. Asking for repetition
 6. Asking for clarification
 7. Complimenting
 8. Interrupting
 9. Initiating conversations
 10. Expressing interest and understanding
 11. Keeping a conversation going
 12. Closing conversations
5. Discuss and analyze American customs and cultural attitudes by comparing and contrasting them with the students' own
 1. Awareness of and overcoming stereotypes
 2. Appropriateness of formal and informal language
 3. Understanding of gender characteristics
 4. Tactful expression of opinions
6. Produce comprehensible pronunciation with a focus on suprasegmentals.
 1. Stress and rhythm
 2. Intonation, linking, thought groups, and reduction

1. Listen, comprehend, and answer questions to identify main ideas and details in aural texts such as lectures, newscasts, conversations, stories, and interviews.
 1. Main idea: identify the general topic or main message
 2. Key points: identify important ideas that help explain the main idea
 3. Supporting details: identify basic facts, examples, descriptions, and explanations that support key points
2. Exhibit basic note-taking skills on passages including lectures, newscasts, discussions, conversations, and interviews.
 1. Identify main ideas and some supporting details
 2. Identify key words
 3. Identify examples and illustrations
 4. Organize notes in a simple, logical manner
 5. Recognize and use basic outlines, abbreviations, and symbols
3. Demonstrate comprehensible high intermediate American English in discussions, presentations, and a variety of real-life situations.
 1. Present and discuss information in small groups
 2. Express opinions with support and logical reasoning
 3. Report group activities to class
 4. Group and individual presentations
 1. Delivery: voice, body language, preparedness, time management
 2. Content: organization, main points, supporting details, transitions
 5. Discourse functions, such as
 1. Giving and asking for advice
 2. Asking permission
 3. Expressing opinions
 4. Agreeing/disagreeing
 5. Asking for repetition
 6. Asking for clarification
 7. Complimenting
 8. Interrupting
 9. Initiating conversations
 10. Expressing interest and understanding
 11. Keeping a conversation going
 12. Closing conversations
 6. High Intermediate Grammar
 1. Gerunds and infinitives
 2. Passive voice
 3. Reporting
 4. Conditionals
 5. Tenses
 6. Modals
 7. Independent and Dependent Clauses
4. Demonstrate clear pronunciation and adequate rate of speech appropriate to the high intermediate level of English fluency.
 1. Segmental Features: Develop awareness of mouth, lip, and tongue positions in various consonant and vowel sounds
 2. Suprasegmental Features
 1. Stress
 1. Syllabic
 2. Content and function words in simple sentences
 2. Intonation in statements and questions
 3. Connected speech
 1. Linking between words
 2. Reduction of unstressed words
 3. Division of speech into smaller thought groups

Changed	Field	Current Version	Proposed Version
			3. Speech Clarity 1. Speak an understandable rate with some hesitation 2. Be understood by most listeners with limited need for repetition or clarification 5. Discuss and analyze American customs and cultural attitudes by comparing and contrasting them with the students' own. 1. Build awareness of and strategies for overcoming stereotypes 2. Recognize and respect cultural diversity 3. Compare and contrast familiar customs and traditions between cultures 4. Identify similarities and differences in daily social behavior 5. Use appropriate formal and informal language in familiar contexts 6. Express opinions tactfully
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202222	No Value
!	Banner Division	2LA	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2021	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2021	No Value
	Sort ID (00 < 10; 0 < 100)	ESL 451	ESL 451
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	ESL	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	Noncredit Enhanced	Noncredit Enhanced
	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

Changed	Questions	Current Version	Proposed Version
❗	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
❗	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).)	Two hours lecture (24 hours total per quarter).	No Value
❗	Noncredit Enhanced Funding Indicator	Y	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	233008	No Value
❗	Account Code	1320	No Value
❗	Program Code	493086	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):	ESL D244. or ESL D444. or a qualifying score on the English as a Second Language Placement Test	ESL D244. (or ESL D444.) with a "C" letter grade or better OR a course placement by the English as a Second Language Guided Self-Placement Assessment.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value

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):	(Restricted to students whose native language is not English.)	(Restricted to students whose native language is not English.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	NONCREDIT: (This is a noncredit enhanced, basic skills course.)	NONCREDIT: (This is a noncredit enhanced, basic skills course.)
	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
!	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	n/a

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	Course Description adds presentation strategies, pronunciation mechanics, and note-taking as distinct outcome areas, expanding scope beyond the original's general focus on speaking and listening practice. Assignments are substantially broader across all skill areas. Listening is reorganized into three structured categories. Speaking adds two formal rehearsed presentations, which were not present in the original outline. Writing expands to include listening journals and speech outline revision cycles. Vocabulary Development and Listening & Speaking Center Participation are both new standalone categories with no equivalent in the original. Methods of Evaluation adds two in-class and rubric-assessed formal presentations and separates the midterm and final into distinct listening and speaking components, representing a more rigorous assessment workload than the original. Course Outline reflects increased depth throughout. Listening comprehension is restructured into a three-tier framework distinguishing main idea, key points, and supporting details. Note-taking becomes a standalone section with its own skill hierarchy, including abbreviations, symbols, and basic outlining. Speaking adds detailed delivery and content criteria for presentations, and expands discourse functions to cover a wide range of conversational and academic situations. Pronunciation grows substantially to cover segmental features, connected speech (linking, reductions, thought groups), and speech clarity benchmarks not present in the original. Culture expands from general awareness of customs to targeted strategies for overcoming stereotypes, recognizing diversity, and using appropriate formal and informal language in familiar contexts.
!	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	• Units: 0 • Lec Hrs: 2 • Lec Load: 0 • Total Load: 0 • Seat Ct: 0
!	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	• Units: 0 • Lec Hrs: 4 • Lec Load: 0 • Total Load: 0 • Seat Ct: 0
	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	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

Changed	Questions	Current Version	Proposed Version
	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
	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
	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
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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 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
	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	This restriction ensures that the course serves its intended purpose of supporting non-native English speakers in developing language skills necessary for academic success, without overlapping with transferable courses designed for native speakers.

De Anza GE Form

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
	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
			Date	Tab	Part - Field	Type of Edit	Edit	
!	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/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. 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.	
			03/23/2026	Specifications	Examples of Primary Texts and References	Suggested		Y
			03/23/2026	Specifications	Examples of Primary Texts and References	Suggested		Y - added to Methods of Evaluations D
	Stage 4: Articulation Officer	No Value	No Value					

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	ESLD451.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2026 12:00:00 AM
	External Review Approval Date	Sep 1, 2021 12:00:00 AM
	Course Control Number	CCC000624636

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

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
Credit Units	Total Lecture Hours per Term
Credit Units	Total Credit Units
Credit Units	Minimum Credit Units
Credit Units	Maximum Credit Units
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Req/Adv	Prerequisite(s):
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
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)

Section	Changed field
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 (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
Blue Form	1. Is the unit(s) change required for articulation?
Blue Form	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.
Blue Form	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.
Blue Form	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.
Blue Form	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.
H-Matrix Form	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.
Comments	Stage 3: DEI
Course Justification	Course Justification
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?

Section	Changed field
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 be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
Course Student Hours - Profile Name: Default Profile	Total Student Learning Hours
Course Student Hours - Profile Name: Default Profile	Lecture Hours - Course In-Class (Contact) per Term
Course Student Hours - Profile Name: Default Profile	Lecture Hours - Course Out-of-Class per Term
Course Student Hours - Profile Name: Default Profile	Total - Course In-Class (Contact) Hours
Course Student Hours - Profile Name: Default Profile	Total - Course Out-of-Class Hours
Course Student Hours - Profile Name: Default Profile	Total Credit Units - Minimum Credit Units
Course Student Hours - Profile Name: Default Profile	Total Credit Units - Maximum Credit Units
Weekly Student Hours - Profile Name: Default Profile	Lecture Hours - In Class
Weekly Student Hours - Profile Name: Default Profile	Lecture Hours - Out of Class

General Information			
Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	eLumenData, eLumenData	- Katelyn Endow - Tracey, Iva - Carobus, Pati
	Course ID (CB01A and CB01B)	ESLD261.	ESLD261.
	Course Control Number	CCC000624631	CCC000624631
	Course Title (CB02)	Low Advanced Listening and Speaking	Low Advanced Listening and Speaking
	Short Course Title	LOW ADV LISTENING/SPEAKG	LOW ADV LISTENING/SPEAKG
	TOP Code (CB03)	4930.86	4930.86 English as a Second Language–Speaking/Listening
	CIP Code	Second Language Learning	32.0109 Second Language Learning
	Department	ESL - Eng. as a Second Lang.	ESL - Eng. as a Second Lang.
!	Effective Term	Fall 2021	Fall ~~2024~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course emphasizes listening comprehension and proficiency in speaking in academic settings, and the expression of students' ideas using a variety of speaking strategies, along with development of vocabulary, pronunciation and note-taking skills.	Multilingual students will practice low advanced listening comprehension and speaking skills. At the end of the course, students will be able to apply a variety of speaking and presentation strategies, pronunciation mechanics, and note-taking skills at the low advanced ESL level.

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	No value	Lower Division
	Mode of Delivery	Online	- Online - Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	ESL
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	FHDA FSA - ESL

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course follows ESL 251, High Intermediate Listening and Speaking. It provides the required foundation skills in listening and speaking at the low-advanced level to prepare students for ESL 273. This is a stand-alone, basic skills course.	This course follows ~~ESL 251, High Intermediate Listening and Speaking.~~ It provides the required ~~foundation~~ skills in listening and speaking at the ~~low-advanced~~ <u>low advanced</u> level to prepare students for ~~ESL 273.~~ <u>transfer-level classes. This is the second listening and speaking course in a three-course sequence.</u> This is a stand-alone, basic skills course.

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	

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

Formerly Statement			

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This is a basic skills, stand-alone course because it is neither degree-applicable nor transferable to a university. The purpose of the course is to meet the needs of students whose native language is not English and who take the ESL Placement Assessment but do not qualify for transfer-level ESL or English. By providing low-advanced listening and speaking skills, this course can help students strengthen their English skills and be successful in transfer level courses.</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	<u>No</u>

DEI Review			

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>The course description is welcoming and student-centered, clearly articulating the skills students will develop. Assignments are intentionally designed to connect to students' lived experiences — students may select presentation topics that are personally relevant and meaningful, and post-presentation self-reflection encourages ongoing growth and revision based on feedback. Peer review of presentation outlines further supports a collaborative, inclusive learning environment. The course content directly advances cultural equity by engaging students in analysis of social issues, examination of cultural norms and attitudes, and exploration of diverse societal systems such as family, education, and politics. One open educational resource is included among the course materials.</u>
!	Please check all areas in the COR that address DEI.	No value	• Outline - Course Outline • Specifications - Methods of Evaluation • Specifications - Methods of Instruction • Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References

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	Two levels below transfer,	Two levels 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 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	

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 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	
	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	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	~~2~~ 4
	Lecture Hours - Out of Class	4	~~4~~ 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	72	~~72~~ 144
	Lecture Hours - Course In-Class (Contact) per Term	24	~~24~~ 48
	Lecture Hours - Course Out-of-Class per Term	48	~~48~~ 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	24	~~24~~ 48
	Total - Course Out-of-Class Hours	48	~~48~~ 96
	Total Credit Units - Minimum Credit Units	2	~~2~~ 4

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	2	~~2~~ 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 - 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	72	~~72~~ 144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2	~~2~~ 4
	Minimum Credit Units	2	~~2~~ 4
	Maximum Credit Units	2	~~2~~ 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 Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises Presentations, journal writing, computer program and other media assignments, etc.	Methods of Instruction Methods of Instruction Lectures and visual aids Small group and whole class discussions Problem solving performed in class Quizzes and examination reviews Homework and extended projects Collaborative learning and small group exercises Collaborative projects Pronunciation activities Presentations and small group discussions Other: Short critical thinking responses, journals, laboratory activities, computer program and other media assignments, etc.



Assignments

1. Listening.
 1. Audio and video recordings.
 2. Software programs and online platforms.
 3. Assisted television and internet programs and newscasts.
2. Speaking.
 1. Contact assignments: Students will engage in interpersonal communications, such as interviews, surveys, Cross-Cultural Partners, and Listening and Speaking Center workshops.
 2. Public speaking: Students will speak individually in front of the class in the form of short critical thinking responses to class material and personal experience. These activities can take up to four total hours of class time during the quarter.
3. Reading.
 1. Listening previews, background information, and passages in the text.
 2. Outlines of lectures.
4. Writing.
 1. Short answers to listening exercises.
 2. Note-taking on audio and video recordings.
5. Listening & Speaking Center Participation.
 1. Possible activities include:
 1. Conversation Groups
 2. Tutoring
 3. Workshops
 4. Computer-assisted instructional programs
 2. Cross-Cultural Partnership Program (CCP)

1. Listening
 1. Audio and video recordings of authentic English, such as
 1. Lectures
 2. Assisted television
 3. Newscasts
 4. Textbook audio
 5. Podcasts
 2. Peer review, such as
 1. Class presentations
 2. Interviews
 3. Discussions
 4. Debates
 3. Online resources, such as
 1. ESL software
 1. Pearson English Interactive Level 4
 2. Pronunciation Power 2
 2. ESL websites
2. Speaking
 1. Interpersonal communication activities, such as
 1. Interviews
 2. Surveys
 3. Cross-Cultural Partners
 4. Listening and Speaking Center workshops
 2. Formal Presentations
 1. Two formal, rehearsed presentations in front of the class
 2. If appropriate, may choose a topic that is relevant and meaningful to them
 3. Post-presentation self-reflection
 3. Spontaneous verbal responses that are recorded or in-person, such as
 1. Responses to questions and prompts
 2. Role plays
 3. Skits
 4. Debates
3. Reading
 1. Reading aloud
 1. Model dialogues and narratives
 2. Pronunciation practice
 2. Listening previews, background information, and passages in the text
 3. Outlines of lectures and presentations
 4. Authentic sources/materials
4. Writing
 1. Outlines of presentations
 1. Feedback from teachers and peers that encourages revision of the outline
 2. Short answers to listening exercises
 3. Note-taking on audio and video recordings
 4. Listening journals
 5. Dialogues
 6. Textbook exercises
 7. Reports
 8. Summaries
5. Vocabulary Development
 1. Vocabulary journals
 2. Textbook exercises
 3. Incorporation of vocabulary into speech
6. Listening & Speaking Center Participation.
 1. Possible activities include:
 1. Conversation Groups
 2. Tutoring
 3. Workshops
 4. Computer-assisted instructional programs
 2. Cross-Cultural Partnership Program (CCP)



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Oral presentations, interviews, and discussions to evaluate ability and proficiency in using standard American English and discourse functions.
2. Quizzes, exercises, and assignments to evaluate proficiency in using level-specific grammar and vocabulary.
3. Quizzes, exercises, and assignments to evaluate the comprehension of low-advanced level listening materials.
4. Completion of in-class and homework assignments on texts, listening comprehension, pronunciation, grammar to evaluate the understanding of cultural differences and discourse functions.
5. Oral/aural final exam to evaluate the understanding of literal and implied meaning in different discourse situations.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Completion of in-class assignments on listening comprehension, speaking and pronunciation skills, discourse functions, and understanding of cultural differences.
2. Completion of homework assignments on listening comprehension, speaking and pronunciation skills, discourse functions, and understanding of cultural differences.
3. Quizzes to evaluate proficiency in using vocabulary, comprehension, and listening skills at the low advanced level.
4. Two formal presentations to evaluate proficiency in using low advanced American English. Presentations should be intelligible, relevant, and presented in a logical manner. Evaluations are assessed using a rubric. Instructors may provide examples of strong model presentations. Additional peer and self-evaluations are optional.
5. Midterm exam on listening comprehension, speaking fluency, vocabulary, pronunciation, cultural awareness, and the identification of main ideas, details, and implied meaning. Includes a listening and a speaking component that could be assessed separately.
6. Final exam on listening comprehension, speaking fluency, vocabulary, pronunciation, cultural awareness, and the identification of main ideas, details, and implied meaning. Includes a listening and a speaking component that could be assessed separately.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • None



Examples of
Primary Texts and
References

Title	No value
Author	Lim & Smalzer. Noteworthy: Listening & Notetaking Skills. (4th Ed). Heinle & Heinle, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Sarosy & Sherak. Lecture Ready 3 With DVD. Oxford University Press, 2006.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Hanreddy & Whalley. Mosaic 2: Listening/Speaking - With CD (6th Edition). McGraw- Hill, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Preiss, Sherry. Northstar Listening and Speaking, Advanced.(4th Ed). McGraw-Hill, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	Prism Level 4 Listening and Speaking
Author	Jessica Williams
Publisher	Cambridge University Press
Date/Edition	2022/1st edition
ISBN	781009251334

Title	Pathways Listening, Speaking, and Critical Thinking 3
Author	Christien Lee; Tania Pattison
Publisher	National Geographic Learning
Date/Edition	2024/3rd edition
ISBN	0357979095

Title	Contemporary Topics 3
Author	David Beglar, Neil Murray
Publisher	Pearson
Date/Edition	2017/4th Edition
ISBN	9780134400792

Title	NorthStar Listening and Speaking Level 5
Author	Tess Ferree and Kim Sanabria
Publisher	Pearson
Date/Edition	2015/4th Edition
ISBN	0134280849

Title	Integrating Immerse VR into ESL Speaking and Listening Advanced Class
Author	Weina Sun
Publisher	OER Commons
Date/Edition	2025
ISBN	https://oercommons.org/courseware/lesson/138520/overview

Changed Field

Current Version

Proposed Version

Author	Hartmann & Blass. Quest 3: Listening and Speaking, Book 3. (2nd Ed). McGraw-Hill, 2008.
Publisher	No value
Date/Edition	No value
ISBN	No value

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	Reading List Brown, H. Douglas. Principles of Language Learning and Teaching (6th ed). Pearson Education ESL, 2014. May include, but are not limited to No value	No value
		Reading List Brown & Gonzo. Readings on Second Language Acquisition. Prentice Hall Regents, 1995 May include, but are not limited to No value	
		Reading List Celce-Murcia, Marianne. Teaching English as a Second or Foreign Language (4th ed). Heinle & Heinle, 2013. May include, but are not limited to No value	
		Reading List Reid. Understanding Learning Styles in the Second Language Classroom. Prentice Hall, 1998. May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Use appropriate spoken American English in discussions and for given functions on a variety of academic topics. • Use the appropriate spoken American English grammar for a given function with allowance for a few gross errors. • Demonstrate oral competency by listening to and answering comprehension questions on both literal and inferred meaning. • Exhibit appropriate note-taking skills on passages including lectures, newscasts, discussions, conversations, and interviews. • Analyze and apply cross-cultural customs and attitudes by comparing and contrasting them with the students' own. • Demonstrate clear pronunciation and adequate rate of speech appropriate to the low-advanced level of English fluency.	• Listen, comprehend, and answer questions to identify main ideas, details, and implied meaning in aural texts such as lectures, newscasts, conversations, stories, interviews, and authentic listening materials. • Exhibit effective note-taking skills on passages including academic lectures, newscasts, discussions, conversations, and interviews. • Demonstrate comprehensible low advanced American English in discussions, presentations, academic discourse, and a variety of real-life situations. • Demonstrate clear pronunciation and adequate rate of speech appropriate to the low advanced level of English fluency. • Discuss and analyze American customs and cultural attitudes by comparing and contrasting them with the students' own.



CSLOs

CSLOs Produce comprehensible low advanced spoken English on academic topics through one-on-one, group and public speaking situations.

Expected SLO Performance 0.0

CSLOs Produce comprehensible low advanced spoken English on a variety of topics, including academic topics, through one-on-one, group and public speaking situations.

Expected SLO Performance 0.0

CSLOs Demonstrate listening comprehension of a variety of low advanced materials, including academic lectures, newscasts, dialogues and interviews by taking notes and answering questions.

Expected SLO Performance 0.0

CSLOs Demonstrate listening comprehension of a variety of low advanced materials, including academic lectures, newscasts, dialogues and interviews by taking notes and answering questions.

Expected SLO Performance 0.0

Course Outline



Course Content

1. Use appropriate spoken American English in discussions and for given functions on a variety of academic topics.
 1. Participating in group discussions on academic topics, including but not limited to psychology, sociology, business, anthropology, economics, art, and politics.
 2. Performing discourse functions such as focused explanation, solving problems, persuading, expressing opinions, asking for clarification, presenting reports, agreeing/disagreeing, arguing, summarizing, paraphrasing.
 2. Use the appropriate spoken American English grammar for a given function with allowance for a few gross errors.
 1. Cause-effect constructions.
 2. Comparison/contrast constructions.
 3. Conditional/hypothetical constructions.
 3. Demonstrate oral competency by listening to and answering comprehension questions on both literal and inferred meaning.
 1. Literal meaning includes main ideas, key points, and supporting details.
 2. Inferred meaning includes context clues, speaker's tone, and cultural background.
 4. Exhibit appropriate note-taking skills on passages including lectures, newscasts, discussions, conversations, and interviews.
 1. Identify key words and definitions.
 2. Identify main ideas and supporting details.
 3. Identify examples and illustrations.
 4. Organize notes in a logical manner.
 5. Understand and use outlines, abbreviations and symbols.
 5. Analyze and apply cross-cultural customs and attitudes by comparing and contrasting them with the students' own.
 1. Cultural customs.
 2. Attitudes and behaviors.
 3. Various systems such as family, society, education, business, and politics.
 4. Social issues.
 5. Appropriate language/behaviors based on status or situation.
 6. Demonstrate clear pronunciation and adequate rate of speech appropriate to the low-advanced level of English fluency.
 1. Demonstrate awareness of mouth, lip, and tongue positions in various segmental and suprasegmental utterances with significant progress toward the improvement of speech clarity.
 2. Be understood by most listeners with limited need for clarification.
1. Listen, comprehend, and answer questions to identify main ideas, details, and implied meaning in aural texts such as lectures, newscasts, conversations, stories, interviews, and authentic listening materials.
 1. Main idea: identify the speaker's main message
 2. Key points: identify the main arguments or important ideas that develop the central message
 3. Supporting details:
 1. identify specific examples, explanations, or evidence used to support key points
 2. Distinguish between major and minor details
 4. Implied meaning
 1. Context clues
 2. Speaker's tone
 3. Speaker's purpose
 4. Figurative language
 2. Exhibit effective note-taking skills on passages including academic lectures, newscasts, discussions, conversations, and interviews.
 1. Identify main ideas and supporting details
 2. Identify key words and their definitions
 3. Identify examples and illustrations
 4. Organize notes in a logical manner
 5. Develop a personal system for outlines, abbreviations, and symbols.
 6. Use notes to answer questions and engage in discussions
 3. Demonstrate comprehensible low advanced American English in discussions, presentations, academic discourse, and a variety of real-life situations.
 1. Present and discuss information in small groups
 1. Contemporary topics
 2. Academic topics may include psychology, sociology, business, anthropology, economics, art, and politics
 2. Express opinions with support and logical reasoning
 3. Report group activities to class
 4. Group and individual presentations
 1. Delivery: volume, tempo, eye contact, facial expressions, gestures, preparedness, enthusiasm, time management
 2. Content: organization, hook, main points, supporting details, transitions, visual aids
 5. Discourse functions, such as
 1. Focused explanation
 2. Solving problems
 3. Persuading
 4. Expressing opinions
 5. Asking for clarification
 6. Presenting reports
 7. Agreeing/disagreeing
 8. Arguing
 9. Summarizing
 10. Paraphrasing

Changed	Field	Current Version	Proposed Version
			6. Low Advanced Grammar 1. Cause-effect constructions 2. Comparison/contrast constructions 3. Conditional/hypothetical constructions 4. Demonstrate clear pronunciation and adequate rate of speech appropriate to the low advanced level of English fluency. 1. Segmental Features: Practice mouth, lip, and tongue positions to produce vowel and consonant sounds 2. Suprasegmental Features 1. Stress: Emphasize key information in sentences 2. Intonation: Use various patterns to convey meaning, emphasis, and attitude 3. Connected speech: Practice linking, reductions, and thought groups in longer utterances 3. Speech Clarity 1. Speak at a natural and consistent rate 2. Be understood by most listeners with minimal need for clarification 5. Discuss and analyze American customs and cultural attitudes by comparing and contrasting them with the students' own. 1. Examine American cultural customs and social norms 2. Analyze how cultural attitudes influence values and behaviors 3. Discuss social issues and their implications 4. Explore various societal systems, such as family, society, education, business, and politics 5. Use appropriate language and behaviors based on status, formality, or situation 6. Express opinions tactfully in complex discussions
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ESL D251. or ESL D451. or a qualifying score on the English as a Second Language Placement Test	ESL D251. (or ESL D451.) with a "C" letter grade or better OR a course placement by the English as a Second Language Guided Self-Placement Assessment.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Restricted to students whose native language is not English.)	(Restricted to students whose native language is not English.)
	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)	202222	No Value
❗	Banner Division	2LA	No Value
❗	Catalog Term (21-22)	21-22	No Value
❗	5 Year Revision Year (2021)	2021	No Value
❗	Effective Quarter	Fall	No Value
❗	Effective Year (2021)	2021	No Value
	Sort ID (00 < 10; 0 < 100)	ESL 261	ESL 261
	Course Status	Substantial	Substantial
❗	Course Status Code	A	No Value
❗	Banner Department	ESL	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	06/16/2026
❗	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	06/16/2026
❗	Emergency Approval	DL	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)	N	No Value
❗	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Two hours lecture (24 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	114000	No Value
❗	Organization Code	238003	No Value
❗	Account Code	1320	No Value
❗	Program Code	493086	No Value
❗	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
❗	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
!	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	n/a
!	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	Course Description adds presentation strategies, pronunciation mechanics, and note-taking as distinct outcome areas, consistent with the parallel expansion in ESL 251/451 and reflecting a sequence-wide increase in instructional depth. Assignments are substantially broader across all skill areas and were mirrored and built on the ESL 251/451 revisions. Listening adds authentic materials, which require more scaffolding and time for students to process. Speaking adds two formal presentations, which were not present in the original outline, and recorded spontaneous responses to help bridge this class to ESL 271/471. Vocabulary Development and expanded Listening & Speaking Center Participation are new standalone categories with no equivalent in the original. Methods of Evaluation adds two in-class and rubric-assessed formal presentations, a midterm exam not present in the original, and separates both exams into listening and speaking components. Implied meaning is explicitly assessed for the first time. Course Outline reflects significantly increased depth. Listening comprehension adds framework to support student inferences of implied meaning. Note-taking is elevated to include development of a personal system and utilizing notes to engage in discussion. Speaking adds detailed delivery and content criteria for presentations and an expanded range of academic discourse functions including persuading, arguing, summarizing, and paraphrasing. Pronunciation adds nuanced intonation work and a higher speech clarity benchmark than ESL 251/451. Culture expands from comparing customs to analytically examining how cultural attitudes shape values, behaviors, and complex social contexts.

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	- Units: 2 - Lec Hrs: 2 - Lec Load: 0.044 - Total Load: 0.044 - Seat Ct: 25
	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	- Units: 4 - Lec Hrs: 4 - Lec Load: 0.088 - Total Load: 0.088 - Seat Ct: 25 (mkct 3/6/26)
	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
	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

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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 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
	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	This restriction ensures that the course serves its intended purpose of supporting non-native English speakers in developing language skills necessary for academic success, without overlapping with transferable courses designed for native speakers.

De Anza GE Form

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
	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

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	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
	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	
							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.	
			03/23/2026	Specifications	Examples of Primary Texts and References	Suggested		Y

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 yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box. Examples of Primary Texts and References 03/23/2026 Specifications Suggested Y - added to Methods of Evaluations D
	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	ESLD261.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2026 12:00:00 AM
	External Review Approval Date	Sep 1, 2021 12:00:00 AM
	Course Control Number	CCC000624631

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

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
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
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)

Section	Changed field
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
Req/Adv	Prerequisite(s):
Blue Form	1. Is the unit(s) change required for articulation?
Blue Form	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.
Blue Form	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.
Blue Form	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.
Blue Form	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.
H-Matrix Form	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.
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?
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?
Course Student Hours - Profile Name: Default Profile	Total Student Learning Hours

Section	Changed field
Course Student Hours - Profile Name: Default Profile	Lecture Hours - Course In-Class (Contact) per Term
Course Student Hours - Profile Name: Default Profile	Lecture Hours - Course Out-of-Class per Term
Course Student Hours - Profile Name: Default Profile	Total - Course In-Class (Contact) Hours
Course Student Hours - Profile Name: Default Profile	Total - Course Out-of-Class Hours
Weekly Student Hours - Profile Name: Default Profile	Lecture Hours - In Class
Weekly Student Hours - Profile Name: Default Profile	Lecture Hours - Out of Class

General Information			
Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	eLumenData, eLumenData	- Katelyn Endow - Tracey, Iva - Carobus, Pati
	Course ID (CB01A and CB01B)	ESLD461.	ESLD461.
	Course Control Number	CCC000624638	CCC000624638
	Course Title (CB02)	Low Advanced Listening and Speaking	Low Advanced Listening and Speaking
	Short Course Title	LOW ADV LISTENING/SPEAKG	LOW ADV LISTENING/SPEAKG
	TOP Code (CB03)	4930.86	4930.86 English as a Second Language–Speaking/Listening
	CIP Code	Second Language Learning	32.0109 Second Language Learning
	Department	ESL - Eng. as a Second Lang.	ESL - Eng. as a Second Lang.
❗	Effective Term	Fall 2021	Fall ~~2024~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	Course Description	This course emphasizes listening comprehension and proficiency in speaking in academic settings and the expression of students' ideas using a variety of speaking strategies. Students will develop vocabulary, pronunciation, and note-taking skills.	Multilingual students will practice low advanced listening comprehension and speaking skills. At the end of the course, students will be able to apply a variety of speaking and presentation strategies, pronunciation mechanics, and note-taking skills at the low advanced ESL level.
❗	Course Type (CB27)	No value	Lower Division
❗	Mode of Delivery	Online	- Online - Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	ESL

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	FHDA FSA - ESL

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course follows ESL D251., High Intermediate Listening and Speaking. It provides the required foundation skills in listening and speaking at the low-advanced level to prepare students for ESL D273. This is a noncredit enhanced, basic skills course that is included in the English as a Second Language Advanced Level Certificate of Competency.	This course follows ~~ESL D251., High Intermediate Listening and Speaking.~~ It provides the required ~~foundation~~ skills in listening and speaking at the ~~low-advanced~~ <u>low advanced</u> level to prepare students for ~~ESL D273.~~ <u>transfer-level classes.</u> This is ~~the second listening and speaking course in a noncredit enhanced, three-course sequence.~~ <u>This is a noncredit,</u> basic skills course ~~that and is included in part of~~ the English as a Second Language ~~Advanced Level Oral Communication~~ Certificate of Competency.

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	No value	

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	<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	<u>No</u>

DEI Review			

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>The course description is welcoming and student-centered, clearly articulating the skills students will develop. Assignments are intentionally designed to connect to students' lived experiences — students may select presentation topics that are personally relevant and meaningful, and post-presentation self-reflection encourages ongoing growth and revision based on feedback. Peer review of presentation outlines further supports a collaborative, inclusive learning environment. The course content directly advances cultural equity by engaging students in analysis of social issues, examination of cultural norms and attitudes, and exploration of diverse societal systems such as family, education, and politics. One open educational resource is included among the course materials.</u>
!	Please check all areas in the COR that address DEI.	No value	• Specifications - Examples of Primary Texts and References • Specifications - Assignments • Basic Course Information - Course Description • Outline - Course Outline • Specifications - Methods of Evaluation • Specifications - Methods of Instruction

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	Two levels below transfer,	Two levels 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 not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	

Changed	Field	Current Version	Proposed Version
	Will the course be UC transferable?	No value	<u>No</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 English as a Second Language Low Advanced Level Award Type Certificate of Competency	Associated Program English as a Second Language Low Advanced Level Award Type Certificate of Competency
		Associated Program English as a Second Language Low Advanced Level Award Type Certificate of Competency	Associated Program English as a Second Language Low Advanced Level Award Type Certificate of Competency
		Associated Program English as a Second Language Oral Communication Award Type Certificate of Competency	Associated Program English as a Second Language Oral Communication Award Type Certificate of Competency

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	2	~~2~~ <u>4</u>
	Lecture Hours - Out of Class	4	~~4~~ <u>8</u>
	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	24	~~24~~ <u>48</u>
	Lecture Hours - Course In-Class (Contact) per Term	24	~~24~~ <u>48</u>
	Lecture Hours - Course Out-of-Class per Term	48	~~48~~ <u>96</u>
	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	24	~~24~~ <u>48</u>
	Total - Course Out-of-Class Hours	48	~~48~~ <u>96</u>
	Total Credit Units - Minimum Credit Units	0	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	0	0

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

Credit / Non-Credit Options			
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Other Non-Credit Enhanced Funding.	Other Non-Credit Enhanced Funding.
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Elementary and Secondary Basic Skills.	Elementary and Secondary Basic Skills.
	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	24	24
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

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

Specifications

Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	Methods of Instruction	Methods of Instruction Methods of Instruction
		Methods of Instruction Lecture and visual aids Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises Presentations, journal writing, computer program and other media assignments, etc.	Methods of Instruction Lectures and visual aids Small group and whole class discussions Problem solving performed in class Quizzes and examination reviews Homework and extended projects Collaborative learning and small group exercises Collaborative projects Pronunciation activities Presentations and small group discussions Other: Short critical thinking responses, journals, laboratory activities, computer program and other media assignments, etc.



Assignments

1. Listening.
 1. Audio and video recordings.
 2. Software programs and online platforms.
 3. Assisted television and internet programs and newscasts.
2. Speaking.
 1. Contact assignments: Students will engage in interpersonal communications, such as interviews, surveys, Cross Cultural Partners, and Listening and Speaking Center workshops.
 2. Public speaking: Students will speak individually in front of the class in the form of short critical thinking responses to class material and personal experience. These activities can take up to four total hours of class time during the quarter.
3. Reading.
 1. Listening previews, background information and passages in text.
 2. Outlines of lectures.
4. Writing.
 1. Short answers to listening exercises.
 2. Note-taking on audio and video recordings.
5. Listening & Speaking Center Participation.
 1. Possible activities include:
 1. Conversation Groups
 2. Tutoring
 3. Workshops
 4. Computer assisted instructional programs
 2. Cross Cultural Partnership Program (CCP)

1. Listening
 1. Audio and video recordings of authentic English, such as
 1. Lectures
 2. Assisted television
 3. Newscasts
 4. Textbook audio
 5. Podcasts
 2. Peer review, such as
 1. Class presentations
 2. Interviews
 3. Discussions
 4. Debates
 3. Online resources, such as
 1. ESL software
 1. Pearson English Interactive Level 4
 2. Pronunciation Power 2
 2. ESL websites
2. Speaking
 1. Interpersonal communication activities, such as
 1. Interviews
 2. Surveys
 3. Cross-Cultural Partners
 4. Listening and Speaking Center workshops
 2. Formal Presentations
 1. Two formal, rehearsed presentations in front of the class
 2. If appropriate, may choose a topic that is relevant and meaningful to them
 3. Post-presentation self-reflection
 3. Spontaneous verbal responses that are recorded or in-person, such as
 1. Responses to questions and prompts
 2. Role plays
 3. Skits
 4. Debates
3. Reading
 1. Reading aloud
 1. Model dialogues and narratives
 2. Pronunciation practice
 2. Listening previews, background information, and passages in the text
 3. Outlines of lectures and presentations
 4. Authentic sources/materials
4. Writing
 1. Outlines of presentations
 1. Feedback from teachers and peers that encourages revision of the outline
 2. Short answers to listening exercises
 3. Note-taking on audio and video recordings
 4. Listening journals
 5. Dialogues
 6. Textbook exercises
 7. Reports
 8. Summaries
5. Vocabulary Development
 1. Vocabulary journals
 2. Textbook exercises
 3. Incorporation of vocabulary into speech
6. Listening & Speaking Center Participation.
 1. Possible activities include:
 1. Conversation Groups
 2. Tutoring
 3. Workshops
 4. Computer-assisted instructional programs
 2. Cross-Cultural Partnership Program (CCP)



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Oral presentations, interviews, and discussions to evaluate ability and proficiency in using standard American English and discourse functions.
2. Quizzes, exercises, and assignments to evaluate proficiency in using level specific grammar and vocabulary.
3. Quizzes, exercises, and assignments to evaluate comprehension of low-advanced level listening materials.
4. Completion of in-class and homework assignments on texts, listening comprehension, pronunciation, grammar to evaluate understanding of cultural differences and discourse functions.
5. Oral/aural final exam to evaluate understanding of literal and implied meaning in different discourse situations.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Completion of in-class assignments on listening comprehension, speaking and pronunciation skills, discourse functions, and understanding of cultural differences.
2. Completion of homework assignments on listening comprehension, speaking and pronunciation skills, discourse functions, and understanding of cultural differences.
3. Quizzes to evaluate proficiency in using vocabulary, comprehension, and listening skills at the low advanced level.
4. Two formal presentations to evaluate proficiency in using low advanced American English. Presentations should be intelligible, relevant, and presented in a logical manner. Evaluations are assessed using a rubric. Instructors may provide examples of strong model presentations. Additional peer and self-evaluations are optional.
5. Midterm exam on listening comprehension, speaking fluency, vocabulary, pronunciation, cultural awareness, and the identification of main ideas, details, and implied meaning. Includes a listening and a speaking component that could be assessed separately.
6. Final exam on listening comprehension, speaking fluency, vocabulary, pronunciation, cultural awareness, and the identification of main ideas, details, and implied meaning. Includes a listening and a speaking component that could be assessed separately.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • None



Examples of
Primary Texts and
References

Title	No value
Author	Lim & Smalzer. Noteworthy: Listening & Notetaking Skills. (4th Ed). Heinle & Heinle, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Sarosy & Sherak. Lecture Ready 3 With DVD. Oxford University Press, 2006.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Hanreddy & Whalley. Mosaic 2: Listening/Speaking - With CD (6th Edition). McGraw- Hill, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Preiss, Sherry. Northstar Listening and Speaking, Advanced.(4th Ed). McGraw-Hill, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	Prism Level 4 Listening and Speaking
Author	Jessica Williams
Publisher	Cambridge University Press
Date/Edition	2022/1st edition
ISBN	781009251334

Title	Pathways Listening, Speaking, and Critical Thinking 3
Author	Christien Lee; Tania Pattison
Publisher	National Geographic Learning
Date/Edition	2024/3rd edition
ISBN	0357979095

Title	Contemporary Topics 3
Author	David Beglar, Neil Murray
Publisher	Pearson
Date/Edition	2017/4th Edition
ISBN	9780134400792

Title	NorthStar Listening and Speaking Level 5
Author	Tess Ferree and Kim Sanabria
Publisher	Pearson
Date/Edition	2015/4th Edition
ISBN	0134280849

Title	Integrating Immerse VR into ESL Speaking and Listening Advanced Class
Author	Weina Sun
Publisher	OER Commons
Date/Edition	2025
ISBN	https://oercommons.org/courseware/lesson/138520/overview

Changed Field

Current Version

Proposed Version

Author	Hartmann & Blass. Quest 3: Listening and Speaking, Book 3. (2nd Ed). McGraw-Hill, 2008.
Publisher	No value
Date/Edition	No value
ISBN	No value

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	Reading List Brown, H. Douglas. Principles of Language Learning and Teaching (6th ed). Pearson Education ESL, 2014. May include, but are not limited to No value	No value
		Reading List Brown & Gonzo. Readings on Second Language Acquisition. Prentice Hall Regents, 1995 May include, but are not limited to No value	
		Reading List Celce-Murcia, Marianne. Teaching English as a Second or Foreign Language (4th ed). Heinle & Heinle, 2013. May include, but are not limited to No value	
		Reading List Reid. Understanding Learning Styles in the Second Language Classroom. Prentice Hall, 1998. May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Use appropriate spoken American English in discussions and for given functions on a variety of academic topics. • Use the appropriate spoken American English grammar for a given function with allowance for a few gross errors. • Demonstrate oral competency by listening to and answering comprehension questions on both literal and inferred meaning. • Exhibit appropriate note-taking skills on passages including lectures, newscasts, discussions, conversations, and interviews. • Analyze and apply cross-cultural customs and attitudes by comparing and contrasting them with the students' own. • Demonstrate clear pronunciation and adequate rate of speech appropriate to the low-advanced level of English fluency.	• Listen, comprehend, and answer questions to identify main ideas, details, and implied meaning in aural texts such as lectures, newscasts, conversations, stories, interviews, and authentic listening materials. • Exhibit effective note-taking skills on passages including academic lectures, newscasts, discussions, conversations, and interviews. • Demonstrate comprehensible low advanced American English in discussions, presentations, academic discourse, and a variety of real-life situations. • Demonstrate clear pronunciation and adequate rate of speech appropriate to the low advanced level of English fluency. • Discuss and analyze American customs and cultural attitudes by comparing and contrasting them with the students' own.



CSLOs

CSLOs Produce comprehensible low advanced spoken English on academic topics through one-on-one, group and public speaking situations.

Expected SLO Performance 0.0

CSLOs Produce comprehensible low advanced spoken English on a variety of topics, including academic topics, through one-on-one, group and public speaking situations.

Expected SLO Performance 0.0

CSLOs Demonstrate listening comprehension of a variety of low advanced materials, including academic lectures, newscasts, dialogues and interviews by taking notes and answering questions.

Expected SLO Performance 0.0

CSLOs Demonstrate listening comprehension of a variety of low advanced materials, including academic lectures, newscasts, dialogues and interviews by taking notes and answering questions.

Expected SLO Performance 0.0

Course Outline



Course Content

1. Use appropriate spoken American English in discussions and for given functions on a variety of academic topics.
 1. Participating in group discussions on academic topics, including but not limited to psychology, sociology, business, anthropology, economics, art, and politics.
 2. Performing discourse functions such as focused explanation, solving problems, persuading, expressing opinions, asking for clarification, presenting reports, agreeing/disagreeing, arguing, summarizing, paraphrasing.
 2. Use the appropriate spoken American English grammar for a given function with allowance for a few gross errors.
 1. Cause-effect constructions.
 2. Comparison/contrast constructions.
 3. Conditional/hypothetical constructions.
 3. Demonstrate oral competency by listening to and answering comprehension questions on both literal and inferred meaning.
 1. Literal meaning includes main ideas, key points, and supporting details.
 2. Inferred meaning includes context clues, speaker's tone, and cultural background.
 4. Exhibit appropriate note-taking skills on passages including lectures, newscasts, discussions, conversations, and interviews.
 1. Identify keywords and definitions.
 2. Identify main ideas and supporting details.
 3. Identify examples and illustrations.
 4. Organize notes in a logical manner.
 5. Understand and use outlines, abbreviations and symbols.
 5. Analyze and apply cross-cultural customs and attitudes by comparing and contrasting them with the students' own.
 1. Cultural customs.
 2. Attitudes and behaviors.
 3. Various systems such as family, society, education, business, and politics.
 4. Social issues.
 5. Appropriate language/behaviors based on status or situation.
 6. Demonstrate clear pronunciation and adequate rate of speech appropriate to the low-advanced level of English fluency.
 1. Demonstrate awareness of mouth, lip, and tongue positions in various segmental and suprasegmental utterances with significant progress toward the improvement of speech clarity.
 2. Be understood by most listeners with a limited need for clarification.
1. Listen, comprehend, and answer questions to identify main ideas, details, and implied meaning in aural texts such as lectures, newscasts, conversations, stories, interviews, and authentic listening materials.
 1. Main idea: identify the speaker's main message
 2. Key points: identify the main arguments or important ideas that develop the central message
 3. Supporting details:
 1. identify specific examples, explanations, or evidence used to support key points
 2. Distinguish between major and minor details
 4. Implied meaning
 1. Context clues
 2. Speaker's tone
 3. Speaker's purpose
 4. Figurative language
 2. Exhibit effective note-taking skills on passages including academic lectures, newscasts, discussions, conversations, and interviews.
 1. Identify main ideas and supporting details
 2. Identify key words and their definitions
 3. Identify examples and illustrations
 4. Organize notes in a logical manner
 5. Develop a personal system for outlines, abbreviations, and symbols.
 6. Use notes to answer questions and engage in discussions
 3. Demonstrate comprehensible low advanced American English in discussions, presentations, academic discourse, and a variety of real-life situations.
 1. Present and discuss information in small groups
 1. Contemporary topics
 2. Academic topics may include psychology, sociology, business, anthropology, economics, art, and politics
 2. Express opinions with support and logical reasoning
 3. Report group activities to class
 4. Group and individual presentations
 1. Delivery: volume, tempo, eye contact, facial expressions, gestures, preparedness, enthusiasm, time management
 2. Content: organization, hook, main points, supporting details, transitions, visual aids
 5. Discourse functions, such as
 1. Focused explanation
 2. Solving problems
 3. Persuading
 4. Expressing opinions
 5. Asking for clarification
 6. Presenting reports
 7. Agreeing/disagreeing
 8. Arguing
 9. Summarizing
 10. Paraphrasing

Changed	Field	Current Version	Proposed Version
			6. Low Advanced Grammar 1. Cause-effect constructions 2. Comparison/contrast constructions 3. Conditional/hypothetical constructions 4. Demonstrate clear pronunciation and adequate rate of speech appropriate to the low advanced level of English fluency. 1. Segmental Features: Practice mouth, lip, and tongue positions to produce vowel and consonant sounds 2. Suprasegmental Features 1. Stress: Emphasize key information in sentences 2. Intonation: Use various patterns to convey meaning, emphasis, and attitude 3. Connected speech: Practice linking, reductions, and thought groups in longer utterances 3. Speech Clarity 1. Speak at a natural and consistent rate 2. Be understood by most listeners with minimal need for clarification 5. Discuss and analyze American customs and cultural attitudes by comparing and contrasting them with the students' own. 1. Examine American cultural customs and social norms 2. Analyze how cultural attitudes influence values and behaviors 3. Discuss social issues and their implications 4. Explore various societal systems, such as family, society, education, business, and politics 5. Use appropriate language and behaviors based on status, formality, or situation 6. Express opinions tactfully in complex discussions
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
❗	Banner Start Term (202122)	202222	No Value
❗	Banner Division	2LA	No Value
❗	Catalog Term (21-22)	21-22	No Value
❗	5 Year Revision Year (2021)	2021	No Value
❗	Effective Quarter	Fall	No Value

Changed	Questions	Current Version	Proposed Version
❗	Effective Year (2021)	2021	No Value
	Sort ID (00 < 10; 0 < 100)	ESL 461	ESL 461
	Course Status	New	New
❗	Course Status Code	A	No Value
❗	Banner Department	ESL	No Value
❗	Course Level	DU	No Value
❗	College Code	DA	No Value
	Course Characteristics	Noncredit Enhanced	Noncredit Enhanced
	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	06/16/2026
❗	Hybrid Approval Date (MM/DD/YYYY)	No Value	06/16/2026
❗	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
❗	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).)	Two hours lecture (24 hours total per quarter).	No Value
❗	Noncredit Enhanced Funding Indicator	Y	No Value

Changed	Questions	Current Version	Proposed Version
❗	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	238003	No Value
❗	Account Code	1320	No Value
❗	Program Code	493086	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):	ESL D251. or ESL D451. or a qualifying score on the English as a Second Language Placement Test	ESL D251. (or ESL D451.) with a "C" letter grade or better OR a course placement by the English as a Second Language Guided Self-Placement Assessment.
	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
	Entrance Skills(s):	(Restricted to students whose native language is not English.)	(Restricted to students whose native language is not English.)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	NONCREDIT: (This is a noncredit enhanced, basic skills course.)	NONCREDIT: (This is a noncredit enhanced, basic skills course.)
	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
!	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	n/a
!	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	Course Description adds presentation strategies, pronunciation mechanics, and note-taking as distinct outcome areas, consistent with the parallel expansion in ESL 251/451 and reflecting a sequence-wide increase in instructional depth. Assignments are substantially broader across all skill areas and were mirrored and built on the ESL 251/451 revisions. Listening adds authentic materials, which require more scaffolding and time for students to process. Speaking adds two formal presentations, which were not present in the original outline, and recorded spontaneous responses to help bridge this class to ESL 271/471. Vocabulary Development and expanded Listening & Speaking Center Participation are new standalone categories with no equivalent in the original. Methods of Evaluation adds two in-class and rubric-assessed formal presentations, a midterm exam not present in the original, and separates both exams into listening and speaking components. Implied meaning is explicitly assessed for the first time. Course Outline reflects significantly increased depth. Listening comprehension adds framework to support student inferences of implied meaning. Note-taking is elevated to include development of a personal system and utilizing notes to engage in discussion. Speaking adds detailed delivery and content criteria for presentations and an expanded range of academic discourse functions including persuading, arguing, summarizing, and paraphrasing. Pronunciation adds nuanced intonation work and a higher speech clarity benchmark than ESL 251/451. Culture expands from comparing customs to analytically examining how cultural attitudes shape values, behaviors, and complex social contexts.

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	- Units: 0 - Lec Hrs: 2 - Lec Load: 0 - Total Load: 0 - Seat Ct: 0
	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	- Units: 0 - Lec Hrs: 4 - Lec Load: 0 - Total Load: 0 - Seat Ct: 0
	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
	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

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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 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
	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	This restriction ensures that the course serves its intended purpose of supporting non-native English speakers in developing language skills necessary for academic success, without overlapping with transferable courses designed for native speakers.

De Anza GE Form

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
	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

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	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
	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	
							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.	
			03/23/2026	Specifications	Examples of Primary Texts and References	Suggested		Y

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 yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box. Examples of Primary Texts and References 03/23/2026 Specifications Suggested Y - added to Methods of Evaluations D
	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	ESLD461.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2026 12:00:00 AM
	External Review Approval Date	Sep 1, 2021 12:00:00 AM
	Course Control Number	CCC000624638

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

De Anza College

Change Report

05/18/2026

Summary of Changes

Section	Changed field
General Information	Effective Term
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Course Outline	Lab Outline
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
De Anza GE Form	<u>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.)</u>
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
CO	DL 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	• Chris Dileonardo	• Chris Dileonardo
	Course ID (CB01A and CB01B)	GEOLD011.	GEOLD011.
	Course Control Number	CCC000656718	CCC000656718
	Course Title (CB02)	Evolution of the Earth	Evolution of the Earth
	Short Course Title	EVOLUTION OF THE EARTH	EVOLUTION OF THE EARTH
	TOP Code (CB03)	1914.00	1914.00 Geology
	CIP Code	Geology/Earth Science, General.	40.0601 Geology/Earth Science, General.
	Department	GEOL - Geology	GEOL - Geology
!	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 introduction to the evolution of the Earth and the life it supports, as determined by the geologic and fossil records. Emphasis in the course is on the examination of the geologic processes governing the evolution of the crust, oceans, biosphere, and climate system of the Earth. One Saturday field trip is required.
 &nbsp;	Explore the evolution of the Earth and the life it supports, as determined by the geologic and fossil records. You will investigate the geologic processes that govern the evolution of the Earth's crust, oceans, biosphere, and climate system. A Saturday field trip will provide a practical context for your learning, fostering connections with fellow students as we uncover the intricacies of our planet's history together.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	Earth Science	Earth Science
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	FHDA FSA - GEOLOGY	FHDA FSA - GEOLOGY

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 is UC and CSU transferable. This course is an introduction to the history of the Earth and the life it supports, and their study by means of the scientific method. This course is a requirement in the AST in Geology.	This course meets a general education requirement for De Anza and Cal-GETC. It is UC and CSU transferable. This course is an introduction to the history of the Earth and the life it supports, and their study by means of the scientific method. This course is a requirement in the AST in Geology.

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>Course Description: Is concise, using plain language free of jargon and acronyms. Methods of Instruction: include diverse approaches to reinforce important concepts. These approaches are student-centered and include collaborative and hands-on learning methods. Methods of Instruction: Working in a collaborative environment allows for revision of laboratory and fieldwork through follow-up discussions. Methods of Evaluation: A multi-assessment strategy is pursued in the course. From hands-on collaborative assignments (both lab and field), collaborative quizzes, lab presentations, and traditional exams.</u>
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline • Specifications - Assignments

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

Changed	Field	Current Version	Proposed Version
	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.	San Jose State University, GEOL 7 Earth, Time and Life, BS Geology	San Jose State University, GEOL 7 Earth, Time and Life, BS Geology
	Will the course be UC transferable?	Yes	Yes
	If yes, identify the lower-division UC course and campus.	EARTH 3 - Principles of Historical Geology, UC Santa Barbara	EARTH 3 - Principles of Historical Geology, UC Santa Barbara
	Will the course fulfill a UC/CSU lower-division major requirement?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	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 Geology for Transfer (In Development) Award Type Associate in Science for Transfer (A.S.-T.) Degree	Associated Program Geology for Transfer (In Development) Award Type Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) Award Type Associate in Arts (A.A.) Degree	Associated Program Liberal Arts (Science, Math and Engineering Emphasis) Award Type Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version												
!	GE Information	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td> GEOL - Pending. </td></tr><tr><td>-</td><td>C-ID GEOL 111</td></tr></table>	System/Institution	C-ID	Area(s)	GEOL - Pending.	-	C-ID GEOL 111	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td> GEOL - Pending. </td></tr><tr><td>-</td><td>C-ID GEOL 111 and GEOL 110L</td></tr></table>	System/Institution	C-ID	Area(s)	GEOL - Pending.	-	C-ID GEOL 111 and GEOL 110L
		System/Institution	C-ID												
		Area(s)	GEOL - Pending.												
		-	C-ID GEOL 111												
		System/Institution	C-ID												
		Area(s)	GEOL - Pending.												
		-	C-ID GEOL 111 and GEOL 110L												
		<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> - CA5A - Approved. - CA5C - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	- CA5A - Approved. - CA5C - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> - CA5A - Approved. - CA5C - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	- CA5A - Approved. - CA5C - Approved.	-	No value
		System/Institution	Cal-GETC												
Area(s)	- CA5A - Approved. - CA5C - Approved.														
-	No value														
System/Institution	Cal-GETC														
Area(s)	- CA5A - Approved. - CA5C - Approved.														
-	No value														
<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G5X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G5X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G5X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G5X - Approved.	-	No value		
System/Institution	De Anza GE														
Area(s)	2G5X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G5X - 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	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	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	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	84	84

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	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	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed Field

Current Version

Proposed Version

**Methods of
Instruction**

**Methods
of
Instruction**

Methods of Instruction

**Methods
of
Instruction**

Collaborative learning
and small group
exercises
Collaborative projects
Discussion and
problem-solving
performed in class
Discussion of assigned
reading
Field observation and
field trips
Homework and
extended projects
Laboratory discussion
sessions and quizzes
that evaluate the
proceedings weekly
laboratory exercises
Lecture and visual aids
Quiz and examination
review performed in
class

**Methods
of
Instruction**

Methods of Instruction

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Collaborative learning
and small group
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Field observation and
field trips
Homework and
extended projects
Laboratory discussion
sessions and quizzes
that evaluate the
proceedings weekly
laboratory exercises
Lecture and visual aids
Quiz and examination
review performed in
class



Assignments

1. Laboratory Exercises
 1. Topographic maps and profiles.
 2. Mineral Identification and Rock Classification
 3. Rock Classification and Genesis
 4. Fossil Identification
 5. Stratigraphic Correlation
 6. Cross-section interpretation.
 7. Geologic Map Interpretation
 1. Volcanic Terrains
 2. Deformed Terrains
 8. Cross-section construction
2. Field Mapping and Interpretation Project
 1. One all-day field project involving simple mapping, rock description at outcrop scale, and structural data collection.
 2. One post field laboratory for data analysis and new data integration.
 3. Field report including maps, cross-section and discussion.
3. Concept Quizzes (Mastery Exercises)
 1. Rock genesis
 2. Contact relationships
 3. Sequence of events
 4. Earth structures

1. Laboratory Exercises framed as collaborative hands on activities, revised after peer feedback.
 1. Topographic maps and profiles.
 2. Mineral Identification and Rock Classification
 3. Rock Classification and Genesis
 4. Fossil Identification
 5. Examine modes of fossilization and fossil preservation.
 6. Constructing and interpreting cladograms.
 7. Stratigraphic correlation and interpreting stratigraphic columns.
 8. Relative dating and geologic cross-section interpretation.
 9. Geologic Map Interpretation
 1. Volcanic Terrains
 2. Deformed Terrains
 10. Cross-section construction
 11. Paleogeographic reconstructions.
 12. Introduction to absolute dating methods.
2. Field Mapping and Interpretation Project
 1. One all-day field project involving simple mapping, rock description at outcrop scale, and structural data collection.
 2. One post field laboratory for data analysis and new data integration.
 3. Field report including maps, cross-section and discussion.
 4. Map and cross-section revision following instructor feedback.
3. Concept Quizzes (Mastery Exercises)
 1. Rock genesis
 2. Contact relationships
 3. Sequence of events
 4. Earth structures

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. Student responses on individual one-hour exams will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics. 2. Student responses on individual one-hour exams will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics. 3. Student responses on collaborative take-home quizzes will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics. 4. Clarity, completeness, and accuracy of the completed field trip guides, based on collaborative group field work, will be assessed by comparison to grading rubrics. Grading will take into account the conditions encountered on the day of the field trip (e.g. accessibility of outcrops due to tides, weather	Methods of Evaluation 1. Student responses on individual one-hour exams will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics. 2. Student responses on individual one-hour exams will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics. 3. Student responses on collaborative take-home quizzes will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics. 4. Clarity, completeness, and accuracy of the completed field trip guides, based on collaborative group field work, will be assessed by comparison to grading rubrics. Examples of successful field maps, cross-sections, and reports will be shared with the class. Grading will take into account the

Changed	Field	Current Version	Proposed Version
		constraints to field work, etc.). 5. Evaluation of rotating weekly presentations of collaborative laboratory working groups based on demonstrated knowledge of methods and principles represented in the lab exercise . 6. Student responses on two-hour comprehensive final exams will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics.	conditions encountered on the day of the field trip (e.g. accessibility of outcrops due to tides, weather constraints to field work, etc.). 5. Evaluation of rotating weekly presentations of collaborative laboratory working groups based on demonstrated knowledge of methods and principles represented in the lab exercise . 6. Student responses on two-hour comprehensive final exams will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics.
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • Hand Lens (10x) • 30cm long ruler with centimeters and millimeters • Colored pencils Essential College Facilities: • Geology laboratory with sufficient map, rock, mineral, and fossil collections. • Hand lenses, rock hammers, and field compasses.	Essential Student Materials: • Hand Lens (10x) • 30cm long ruler with centimeters and millimeters • Colored pencils Essential College Facilities: • Geology laboratory with sufficient map, rock, mineral, and fossil collections. • Hand lenses, rock hammers, and field compasses.

**Examples of
Primary Texts and
References**

Title	Historical Geology
Author	Bentley, Callan, et. al.
Publisher	OER Open Educational Resource
Date/Edition	2020/First Edittion
ISBN	No value

Title	The Earth Through Time
Author	King Jr., David and Levin, Harold
Publisher	Wiley
Date/Edition	2016/Eleventh Edittion
ISBN	978-1-119-11706-3

Title	Historical Geology
Author	Bentley, Callan, et. al.
Publisher	OER Open Educational Resource
Date/Edition	2020/First Edition
ISBN	No value

Title	The Earth Through Time
Author	King Jr., David and Levin, Harold
Publisher	Wiley
Date/Edition	2016/Eleventh Edittion
ISBN	978-1-119-11706-3

Title	Methods and Principles in Historical Geology: A Laboratory Manual
Author	DiLeonardo, Christopher,
Publisher	De Anza College
Date/Edition	2026/First Edition
ISBN	No value

Title	Insights: A Laboratory Manual for Historical Geology
Author	Russell Ossian, Clair
Publisher	Kendall Hunt Publishing
Date/Edition	2020/Fifth Edition

Changed	Field	Current Version	Proposed Version
			ISBN 978-1792423567 ISBN
	Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	- Summarize and describe the Origin of the Earth and Continental Crust. - Distinguish between hypotheses, theories, and laws, and demonstrate the assessment of hypotheses through testing. - Apply methods of Historical Geology to construct geologic histories at multiple scales. - Relate the major geologic events that have governed the evolution of western North America. - Describe trends in evolution and extinction as interpreted from the fossil record. - Describe the physical processes impacting Earth's climate system.	- Summarize and describe the Origin of the Earth and Continental Crust. - Distinguish between hypotheses, theories, and laws, and demonstrate the assessment of hypotheses through testing. - Demonstrate and apply a fundamental understanding of concepts and principles of Historical Geology. - Identify representative physical samples of fossils, rocks and minerals. - Apply methods of Historical Geology to construct geologic histories at multiple scales. - Relate the major geologic events that have governed the evolution of the Earth. - Describe trends in evolution and extinction as interpreted from the fossil record. - Describe the physical processes impacting Earth's climate system.



CSLOs

CSLOs Apply the principles of scientific methodology to test hypotheses on how the Earth has evolved over time.

Expected SLO Performance 0.0

CSLOs Apply the principles of scientific methodology to test hypotheses on how the Earth has evolved over time.

Expected SLO Performance 0.0

CSLOs Use data and observations to track changes in the Earth system recorded in the geologic and fossil records.

Expected SLO Performance 0.0

CSLOs Use data and observations to track changes in the Earth system recorded in the geologic and fossil records.

Expected SLO Performance 0.0

CSLOs Apply scientific methodology and geologic principles to analyze the impact of the Earth system on humanity, from specific natural hazards, climate change, and the availability, use, and distribution of Earth resources.

Expected SLO Performance 0.0

CSLOs Use observations from the crust and lithosphere of the Earth to determine geologic history at hand sample, outcrop, local, and regional scales.

Expected SLO Performance 0.0

CSLOs Apply scientific methodology and geologic principles to analyze the impact of the Earth system on humanity, from specific natural hazards, climate change, and the availability, use, and distribution of Earth resources.

Changed	Field	Current Version	Proposed Version
			Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Summarize and describe the Origin of the Earth and Continental Crust. 1. Describe the origin of the Earth and solar system. 2. Summarize the thermal evolution of the Earth and the Earth's interior. 3. Analyze igneous and metamorphic rocks to determine their historical significance. 4. Relate rock genesis to the origin and evolution of PreCambrian crust of North America 2. Distinguish between hypotheses, theories, and laws, and demonstrate the assessment of hypotheses through testing. 1. Distinguish between scientific hypotheses, theories, and laws, and distinguish between scientists' use of these words and their usage in ordinary speech. 2. Summarize the transition from proto-scientific natural philosophies of ancient Greece and ancient China to the modern scientific method as practiced around the world. 3. Describe the differences between the scientific method and other forms of inquiry; examine the importance of hypothesis testing. 3. Apply methods of Historical Geology to construct geologic histories at multiple scales. 1. Distinguish between relative and absolute time. 2. Examine the methods and principles of radiometric dating and other absolute geochronology techniques. 3. Classify and determine the rock genesis of common rocks of the Earth's crust. 4. Analyze sedimentary rocks to determine their origin and	1. Distinguish between hypotheses, theories, and laws, and demonstrate the assessment of hypotheses through testing. 1. Distinguish between scientific hypotheses, theories, and laws, and distinguish between scientists' use of these words and their usage in ordinary speech. 2. Summarize the transition from proto-scientific natural philosophies of ancient Greece and ancient China to the modern scientific method as practiced around the world. 3. Describe the differences between the scientific method and other forms of inquiry; examine the importance of hypothesis testing. 4. Discuss the view of scientific methodology from various cultural perspectives. 5. Discuss how cultural perspectives influence our view of the natural universe. 2. Summarize and describe the origin and evolution of the early Earth. 1. Describe the origin of the Earth, Moon and Solar System. 2. Summarize the thermal evolution of the Earth and the Earth's interior. 3. Summarize and describe the plate tectonic model and its impact on the evolution of the Earth. 1. Distinguish between different plate boundaries and associated seismic, volcanic, and geomorphic processes. 2. Describe the nature of hot spots and the use of hot spot tracks in determining plate motions. 3. Summarize possible driving mechanisms for plate motions.

historical significance. 5. Analyze sedimentary patterns governed by tectonic setting. 6. Interpret depositional environments from sedimentary sequences. 7. Interpret Earth history from outcrops, maps, and cross-sections using contact relationships and stratigraphic principles. 8. Gather field structural and stratigraphic data and prepare simple geologic maps, stratigraphic columns, and reports. 9. Identify common fossil samples and relate them to their range over geologic time. 10. Apply principles of biostratigraphy to correlation of sedimentary units. 11. Relate biostratigraphy to the geologic time scale. 12. Understand general concepts governing absolute age dating methods, including radiometric dating, fission track dating, dendrochronology and mineral weathering. 4. Relate the major geologic events that have governed the evolution of western North America. 1. Reconstruct paleogeography from geologic data and relate to plate tectonic setting. 2. Relate plate margin interactions to geologic processes. 3. Relate passive margin development and sedimentation of the Early Paleozoic 4. Analyze geologic data related to Late Paleozoic tectonism and paleogeography of western North America. 5. Evaluate accretionary tectonics and orogenesis in	4. Describe crustal evolution and deformation as recorded in Earth structures. 5. Summarize the supercontinent cycle. 4. Relate Earth materials to Earth History. 1. Identify the major rock forming minerals. 2. Classify and determine the rock genesis of common rocks of the Earth's crust and relate to the Rock Cycle. 3. Distinguish between different rock-forming minerals. 4. Classify and determine the rock genesis of common rocks of the Earth's crust and relate to the Rock Cycle. 5. Analyze igneous and metamorphic rocks to determine their origin and historical significance. 6. Analyze sedimentary rocks to determine their origin and historical significance. 7. Describe modes of fossilization and preservation. 8. Identify common fossil samples and relate them to their range over geologic time. 5. Apply methods of Historical Geology to construct geologic histories at multiple scales. 1. Distinguish between relative and absolute time. 2. Distinguish between catastrophism and uniformitarianism. 3. Analyze sedimentary patterns governed by tectonic setting. 4. Interpret depositional environments from sedimentary sequences. 5. Interpret sequence of events from outcrops, maps, and cross-sections using contact relationships and stratigraphic principles. 6. Gather field structural and stratigraphic data and

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

-
western North America from geologic data. 6. Analyze geologic data of the Mesozoic through Tertiary Klamath-Sierran Arc Trench Forearc System. 7. Evaluate Tertiary tectonics and the Sevier and Laramide Orogenies from geologic data. 8. Relate the evidence for tectonic transition in western North America to the development of the San Andreas transform boundary and opening of the Basin and Range Province. 5. Describe trends in evolution and extinction as interpreted from the fossil record. 1. Discuss differing mechanisms of fossilization. 2. Relate fossil morphology to evolutionary trends. 3. Understand the basics of genetics and relationship to inheritance. 4. Relate evolutionary trends to major events in earth history including plate tectonics and extinction-level events. 6. Describe the physical processes impacting Earth's climate system. 1. Discuss basics of climate processes on the earth. 2. Identify different climate proxies in the geologic record. 3. Relate the evidence for modern climate change.	prepare simple geologic maps, stratigraphic columns, and reports. 7. Relate the principles governing absolute age dating methods, including radiometric dating, fission track dating, dendrochronology, and mineral weathering. 8. Apply principles of biostratigraphy to correlation of sedimentary units. 9. Relate biostratigraphy to the geologic time scale. 6. Relate the major geologic events that have governed the evolution of the Earth. 1. Reconstruct paleogeography from geologic data and relate to tectonic setting. 2. Describe the paleogeography and major geologic events of the Archaean, Proterozoic and Ediacaran. 3. Describe the paleogeography and major geologic events of the Paleozoic 4. Describe the paleogeography and major geologic events of the Mesozoic. 5. Describe the paleogeography and major geologic events of the Cenozoic. 6. Recognize active processes expressed in outcrops, on maps, or within cross-sections. 7. Describe ancient ecology and trends in evolution and extinction as interpreted from the fossil record. 1. Discuss differing mechanisms of fossilization. 2. Classify fossils. 3. Relate fossil morphology to evolutionary trends. 4. Understand the basics of genetics and its relationship to inheritance. 5. Relate evolutionary trends to major events in Earth's history, including plate

Changed	Field	Current Version	Proposed Version
			tectonics and extinction-level events. 8. Describe the physical processes impacting Earth's climate system. 1. Discuss the basics of climate processes on the Earth. 2. Identify different climate proxies in the geologic record. 3. Relate the evidence for modern climate change.
	Lab Component in this Course	Yes	Yes



Lab Outline

1. Apply the methods and principles of historical geology.
 1. Identify common rock and mineral samples in the lab and outcrops.
 2. Identify fossil specimens.
 3. Use topographic maps in the field and to interpret landscape evolution.
 4. Create geologic maps and cross-sections at multiple scales.
 1. Conduct elementary geologic mapping.
 2. Use geologic data to construct cross-sections.
2. Apply principles of historical geology to interpret geology at multiple scales.
 1. Interpret geologic maps and cross-sections.
 1. Use geologic maps and cross-sections to interpret a stratigraphic sequence.
 2. Use geologic maps and cross-sections to interpret a volcanic terrain.
 3. Use geologic maps and cross-sections to interpret folded and faulted terrains.
 2. Use fossils to correlate stratigraphy.
 3. Use subsurface data to interpret geology at depth.

1. Apply the methods and principles of historical geology.
 1. Identify common rock and mineral samples in the lab and outcrops.
 2. Identify fossil specimens.
 3. Examine modes of fossil preservation.
 4. Use topographic maps in the field and to interpret landscape evolution.
 5. Construct and interpret cladograms.
 6. Interpret stratigraphic columns.
 7. Create and interpret geologic maps and cross-sections at multiple scales.
 1. Conduct elementary geologic mapping.
 2. Use geologic data to construct cross-sections.
2. Apply principles of historical geology to interpret geology and sequence of events at multiple scales.
 1. Interpret geologic maps and cross-sections.
 1. Use geologic maps and cross-sections to interpret a stratigraphic sequence.
 2. Use geologic maps and cross-sections to interpret a volcanic terrain.
 3. Use geologic maps and cross-sections to interpret folded and faulted terrains.
 2. Use fossils to correlate stratigraphy.
 3. Use subsurface data to interpret geology at depth.
 4. Create and interpret paleogeographic reconstructions.
 5. Explore geologic relationships in the field at outcrop and local scales.

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.	• Units: 5 • Lec Hrs: 4 • Lec Load: .089 • Lab Hrs: 3 • Lab Load: .067 • Total Load: .156 • Seat Ct: 30 • (mkct 5/28/25)	• Units: 5 • Lec Hrs: 4 • Lec Load: .089 • Lab Hrs: 3 • Lab Load: .067 • Total Load: .156 • Seat Ct: 30 • (mkct 5/28/25)

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(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.	Methods of Instruction: Discussion of assigned reading	Methods of Instruction: Discussion of assigned reading
	Objective 2: Develop analytical ideas and topics for essays.	Course Outline: E.2. Relate fossil morphology to evolutionary trends.	Course Outline: G.3. Relate fossil morphology to evolutionary trends.

Changed	Questions	Current Version	Proposed Version
❗	Objective 3: Compose and support thesis statements for analytical essays.	Course Outline: D.1. Reconstruct paleogeography from geologic data and relate to plate tectonic setting.	Course Outline: F.1. Reconstruct paleogeography from geologic data and relate to plate tectonic setting.
❗	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	Course Outline: F.3. Relate the evidence for modern climate change.	Course Outline: H.3. Relate the evidence for modern climate change.
❗	Objective 5: Identify and practice writing for different audiences and purposes.	Course Outline: C.2. Examine the methods and principles of radiometric dating and other absolute geochronology techniques.	Course Outline: E.7. Relate the principles governing absolute age dating methods, including radiometric dating, fission track dating, dendrochronology, and mineral weathering.
❗	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	Course Outline: B.1. Distinguish between scientific hypotheses, theories, and laws, and distinguish between scientists' use of these words and their usage in ordinary speech.	Course Outline: A.1. Distinguish between scientific hypotheses, theories, and laws, and distinguish between scientists' use of these words and their usage in ordinary speech.
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	Course Outline: Draft field project report followed by revision of final field report	Course Outline: Draft field project report followed by revision of final field report
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	Methods of Evaluation: A. One-hour exams with written and objective questions, which require diagrams, short essay answers, problem-solving, and interpretive skills	Methods of Evaluation: A. One-hour exams with written and objective questions, which require diagrams, short essay answers, problem-solving, and interpretive skills
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	Methods of Evaluation: D. Written field report on fieldwork conducted near end of quarter.	Methods of Evaluation: D. Written field report on fieldwork conducted near end of quarter.

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

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.)	Course Outline: A.3 and A.6 Synthesize the geological, paleontological, and paleomagnetic record to demonstrate an understanding of global plate tectonics, and apply this understanding to illustrate the crustal evolution of Western North America.	Course Outline: C.1, C.4, and G.5. Synthesize the geological, paleontological, and paleomagnetic record to demonstrate an understanding of global plate tectonics, and apply this understanding to illustrate the crustal evolution of the Earth.
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Methods of Evaluation: D. Clarity, completeness, and accuracy of the completed field trip guides, based on collaborative group field work, will be assessed by comparison to grading rubrics. Grading will take into account the conditions encountered on the day of the field trip (e.g. accessibility of outcrops due to tides, weather constraints to field work, etc.). E. Evaluation of rotating weekly presentations of collaborative laboratory working groups based on demonstrated knowledge of methods and principles represented in the lab exercise. F. Student responses on two-hour comprehensive final exams will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics.	Methods of Evaluation: D. Clarity, completeness, and accuracy of the completed field trip guides, based on collaborative group field work, will be assessed by comparison to grading rubrics. Grading will take into account the conditions encountered on the day of the field trip (e.g. accessibility of outcrops due to tides, weather constraints to field work, etc.). E. Evaluation of rotating weekly presentations of collaborative laboratory working groups based on demonstrated knowledge of methods and principles represented in the lab exercise. F. Student responses on two-hour comprehensive final exams will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics.

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.)	Assignment C: Synthesize and integrate learning and apply knowledge to analyze rock genesis from rock samples; contact relationships from geologic cross-sections; determine sequence of events from outcrops, maps, and cross-sections; and complex deformation of the earth from geologic maps.	Assignment C: Synthesize and integrate learning and apply knowledge to analyze rock genesis from rock samples; contact relationships from geologic cross-sections; determine sequence of events from outcrops, maps, and cross-sections; and complex deformation of the earth from geologic maps.
!	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.)	Course Outline A.1. Plate tectonics: the formation and origin of the earth compared through multi-cultural, religious, and historical perspectives. Course Outline A.4 Hot spots: the formation and evolution of the Hawaiian from a cultural perspective of native Hawaiians compared to field observations and modern interpretations.	Course Outline B.1. Plate tectonics: the formation and origin of the Earth compared through multi-cultural, religious, and historical perspectives. Course Outline C.2. Hot spots: the formation and evolution of the Hawaiian from a cultural perspective of native Hawaiians compared to field observations and modern interpretations.
!	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Course Outline: E Stratigraphy: The historical development of Catastrophism, Uniformitarianism and Punctuated Equilibrium over time. Interpretation of sedimentary rock sequences using differing world views of Catastrophism and Uniformitarianism.	Course Outline: E.2. and E.5. Stratigraphy: The historical development of Catastrophism, Uniformitarianism and Punctuated Equilibrium over time. Interpretation of sedimentary rock sequences using differing world views of Catastrophism and Uniformitarianism.

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.)	Assignment B1, B2, B: Field Mapping and Interpretation Project: One all-day field project involving simple mapping, rock description at outcrop scale, and structural data collection. Additionally one post field laboratory for data analysis and new data integration. A final field report including maps, cross-section and discussion will be completed.	Assignment B1, B2, B: Field Mapping and Interpretation Project: One all-day field project involving simple mapping, rock description at outcrop scale, and structural data collection. Additionally one post field laboratory for data analysis and new data integration. A final field report including maps, cross-section and discussion will be completed.

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)	GEOL 011	GEOL 011
	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)	06/17/2025	06/16/2026
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	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
			Date	Tab	Part - Field	Type of Edit	Edit		
!	Stage 3: DEI	No Value							
			4/30/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to emphasize 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	See revision to new student-centered course description.

Changed	Questions	Current Version	Proposed Version

Thanks for this list of assignments! Do assignments do one or more of the following: (1) Provide choices in how students demonstrate proficiency; (2) Encourage students to connect Y-(3)I have course added to the content to major Field their own life, Assignment background, tor reflective and revision after experiences; instructor (3) Provide feedback. Lab students the work, also, is opportunity collaborative to revise and includes their work peer feedback based on in process. instructor Suggestions feedback, (1) and (2) do peer not fit well feedback, or with the COR. 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.

4/30/2026 Specifications Assignments Suggested

Changed	Questions	Current Version	Proposed Version

4/30/2026	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? (D) now has language reflecting the sharing of examples of successful field maps, cross-sections, and reports.

Y-The major field project (D) now has language reflecting the sharing of examples of successful field maps, cross-sections, and reports.

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 absolutely fine, just let me know in the Initiator response box.

Changed	Questions	Current Version	Proposed Version
		4/30/2026	Outline Course Outline Suggested 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 not appropriate, that's fine, just let me know in the initiator response box. This may be a part of: "Summarize the transition from proto-scientific natural philosophies of ancient Greece and ancient China to the modern scientific method as practiced around the world" — if yes, let me know in the initiator response box. Y-You will find the addition of two new subtopics under A in the course outline A4 and A5. These allow for discussions of both cultural perspectives on scientific methodology and on cultural perspective in understanding the natural universe.

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 4: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit		
			05/06/26	Specifications	Primary Texts	Required	Methods and Principles in Historical Geology, Christopher DiLeonardo (2026). A Laboratory Manual for Historical Geology by Clair Russell Ossian (2015, K/H, ISBN-13 978-1-465-25959-2) Historical Geology Lab Manual, 1 st Edition, by Pamela Gore. (2014, Wiley, ISBN-978-1-118-47318-4) Thank you!	In order to be UC-transferable, all science courses with lab components must have a lab manual. I wrote you about this last August, and you said that you typically write your own, but it must be listed in the course outline so the reviewers can see it. Here is the list that you gave me last summer; please include one in your updated course outline: I have included my own lab manual for the course. And a newer manual from Clair Russel Ossian, the fifth ed. published in 2020.	
	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	GEOLD011.
	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, 2031 12:00:00 AM
	External Review Approval Date	Sep 1, 2026 12:00:00 AM
	Course Control Number	CCC000656718

Articulation

Changed	Field	Current Version

	Course Crosswalk CRS- DEPT-NAME	

	Course Crosswalk CRS- NUMBER	

Course Outline of Record Report

05/18/2026

KNESD040A : Flag Football 1

General Information

Faculty Initiator:	- Rachel Catuiza - D'Agostino, Joe
Course ID (CB01A and CB01B) :	KNESD040A
Short Course Title:	FLAG FOOTBALL 1
Course Title (CB02) :	Flag Football 1
Department:	KNES - Kinesiology
Effective Term:	Fall 2027
TOP Code (CB03) :	(0835.00) Physical Education
CIP Code:	(31.0501) Health and Physical Education/Fitness, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000592248
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This introductory course explores the field of Kinesiology through participation in flag football. Students will develop fundamental skills such as passing, catching, and basic game strategies while learning key concepts in physiology, nutrition, strength, and flexibility. Emphasis is placed on improving physical fitness, understanding movement, and promoting lifelong wellness.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	FD - Team Sports

Faculty Requirements

Discipline 1:	Physical Education
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

The course is CSU and UC transferable. This course meets a general education requirement for De Anza. This course is an introduction to the game of flag football and will emphasize the basic skills and rules necessary to play the game.

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.

This course supports institutional goals of promoting student wellness, engagement, and inclusive excellence by providing a structured, team-based learning environment focused on flag football. Flag Football play offers opportunities for a wide range of students to participate in clearly defined roles that emphasize skill development, coordination, and strategic execution. With an emphasis on technique, communication, and situational awareness, the course provides an accessible entry point into football while maintaining the competitive and analytical elements of the game. As the importance of offense continues to be recognized across high school, collegiate, and professional levels, this course offers timely and relevant instruction in a critical phase of football that often determines game outcomes.

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

(This course is included in the Team Sports Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

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	Approved

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?
Yes

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	0.5
Maximum Credit Units	0.5
Total Course In-Class (Contact) Hours	24

Total Course Out-of-Class Hours		0
Total Student Learning Hours		24
Credit / Non-Credit Options		
Course Credit Status (CB04)		Course Non Credit Category (CB22)
Credit - Degree Applicable		Credit Course.
Course Classification Code (CB11)		Funding Agency Category (CB23)
Credit Course.		Not Applicable.
☐ Variable Credit Course		☐ Cooperative Work Experience Education Status (CB10)
Weekly Student Hours		Course Student Hours
	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	2	0
NA Hours	0	0
		Course Duration (Weeks)
		12
		Hours per unit divisor
		36
		Course In-Class (Contact) Hours
		Lecture
		0
		Laboratory
		24
		NA
		0
		Total
		24
		Course Out-of-Class Hours
		Lecture
		0
		Laboratory
		0
		NA
		0
		Total
		0

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

Visual aids
Discussion of assigned reading
In-class essays
Collaborative learning and small group exercises
Demonstrations
Simulations

Assignments

A. Reading

1. Assigned readings from the class text "Fit and Well" by Fahey et al.
2. Readings from various media sources and handouts from the instructor on the game of flag football.

B. A written essay analyzing how the 5 components of fitness are utilized in 3 specific skills of the game of flag football.

C. Skill Acquisition

1. Partner and small group drills to acquire the basic skills of flag football, including hiking, throwing and carrying the ball.
2. Verbal peer evaluation of basic skills performance

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Skills test on the basic throwing, carrying, and hiking graded on completion.
- B. Peer evaluation of skills performance of basic skills graded on completion.
- C. Essay evaluated on an accurate analysis of which component of fitness is utilized in each of the three basic skills of flag football.
- D. Comprehensive final exam based on readings from the class text, media sources, and instructor generated handouts.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Athletic shoes

Essential College Facilities:

- Athletic field, flags, belts, cones

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Fahey, Insel, and Roth.

Fit and Well

McGraw-Hill
Publishing, San
Francisco, Ca

16th, 2023

Jellum, et, al.	. Concepts of Fitness and Wellness	. ALG Commons	3rd Edition, 2018	https://oer.galileo.usg.edu/health-textbooks/4/
Suggested Reading List				
Reading List	www.usffa.org			
May include, but are not limited to	No value			

Learning Outcomes
Course Objectives
Demonstrate knowledge of the general rules involved with the game of flag football.
Demonstrate basic skills required in flag football.
Summarize the field of play in flag football.
Examine game situations and compose a strategy of play.
Employ team cooperation and proper conduct (sportsmanship) commonly performed in the game of flag football.
Examine the inherit risks involved with flag football and participate in a safe and wise manner.
Incorporate basic physiology, nutritional concepts, strength and flexibility as it pertains to the game of flag football.
Examine the global and historical significance of the sport of flag-football as a co-ed, equal-opportunity sport.
CSLOs
Apply knowledge of basic fitness concepts to health and fitness. Expected SLO Performance: 0.0 Perform the basic skills necessary to participate in the game of flag football. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate knowledge of the general rules involved with the game of flag football.
 - 1. Understand the variations in team size.
 - 2. The game is composed of four - 15 minute quarters
 - 3. The object of the game is to catch or run the football into the end zone.
- B. Demonstrate basic skills required in flag football.
 - 1. Running
 - 2. Throwing
 - 3. Catching
 - 4. Carrying
 - 5. Punting
 - 6. Kicking
- C. Summarize the field of play in flag football.
 - 1. Field of play
 - 2. End zone
 - 3. Offensive zone
 - 4. Defensive zone
- D. Examine game situations and compose a strategy of play.
 - 1. 4 on 4
 - 2. 5 on 5
 - 3. 6 on 6
 - 4. 9 on 9
- E. Employ team cooperation and proper conduct (sportsmanship) commonly performed in the game of flag football.
 - 1. The emphasis of a non-contact game
 - 2. Following the current rules and regulations of NFFL
- F. Examine the inherent risks involved with flag football and participate in a safe and wise manner.
 - 1. Proper warm up and cool down exercises before and after participation.
 - 2. Flexibility exercises to enhance mobility
 - 3. Understanding of basic skills to perform flag football in a safe manner
- G. Incorporate basic physiology, nutritional concepts, strength and flexibility as it pertains to the game of flag football.
 - 1. Concepts of increasing cardiovascular fitness
 - 2. Concepts of increasing muscular strength and endurance.
 - 3. Concepts of improving body composition.
 - 4. Concepts of exercise modification for persons with disabilities and/or injuries.
 - 5. Understand the importance of strength and flexibility relative to the game of flag football.
 - 6. Understand basic nutritional concepts that apply to overall health and wellness.
- H. Examine the global and historical significance of the sport of flag-football as a co-ed, equal-opportunity sport.
 - 1. 1905 - modern football and flag football (or touch football) become two separate sports. Modern football began to require protective equipment.
 - 2. 1940s - Flag football originates from the concept of removing the tackle from the game and replacing it with the safer practice of grabbing the flag to make it safer for American military personnel.
 - 3. 1960 - The first flag football organization "the National Touch Football league" is formed.
 - 4. 1970s - Flag football infiltrates college campuses with increased intramural teams
 - 5. 1989 - The United States Flag Touch Football League is formed.
 - 6. 1997 - The Professional Flag Football League is formed.
 - 7. 2000s - Flag football leagues establish worldwide. These range from youth leagues to professional leagues. There are also league types such as: collegiate intramural, women's, co-ed, and wheelchair.
 - 8. Due to the sport being non-contact, the number of potential, able, and willing participants is substantially more than that of "tackle" football. Also, the amount and cost of equipment necessary for flag football is considerably lower than it's full contact counterpart.
 - 9. The International Woman's Flag Football Association, otherwise known as the IWFFA, hosts 8 on 8 flag football tournaments and flag football trainings across the world with participants from the United States, Canada, Mexico, Sweden, Norway, Finland, Denmark, Iceland, Scotland and several other nations.
 - 10. National Flag Football is the country's largest youth flag football organization, with leagues in six states and over 15, 000 kids participating. The NFL conducts their own Youth World Championship for children 12–14 years of age. Held in different nations around the world. It is five man no contact football played between ten countries. Previous NFL Flag Football World Championships have been held in Beijing, Cologne, Mexico City, Tokyo, Toronto, and Vancouver.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- 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

Limitation(s) on Enrollment:

No Value
Limitation(s) on Enrollment - Other: No Value
Entrance Skills(s): No Value
Entrance Skill(s) - Other: No Value
General Course Statement(s): (See general education pages for the requirements this course meets.)
General Course Statement(s) - Other: No Value

A-Matrix Form
EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why. No Value
Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse. 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.

Assignment B - students will develop a written essay analyzing how the 5 components of fitness are utilized in 3 specific skills of the game of flag football.

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

Assignment B - students will develop a written essay analyzing how the 5 components of fitness are utilized in 3 specific skills of the game of flag football.

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.)

Methods of Evaluation A Skills test on the basic skills of throwing, carrying, kicking, and hiking graded on completion.

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

Methods of Evaluations C- Skill Acquisition 2. Partner and small group drills to acquire the intermediate skills of flag football, including hiking, throwing in a pattern, kicking a field goal and carrying the ball in a pattern. 3. Verbal peer evaluation of intermediate level skills performance D- Comprehensive final exam based on readings from the class text, media sources, and instructor generated handouts.

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

Methods of Evaluations D Comprehensive final exam based on readings from the class text, media sources, and instructor generated handouts.

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 H- Examine the global and historical significance of the sport of flag-football as a co-ed, equal-opportunity sport

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 H- Examine the global and historical significance of the sport of flag-football as a co-ed, equal-opportunity sport

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.)

Assignment C- Skill Acquisition 2. Partner and small group drills to acquire the intermediate skills of flag football, including hiking, throwing in a pattern, kicking a field goal and carrying the ball in a pattern. 3. Verbal peer evaluation of intermediate level skills performance

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 very minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	N
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.	Y
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.) and/or 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.	N
4/23/2026	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? 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
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

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
4/28/26	Matrix B	top field	Required	If you are removing your English advisory you need to complete this field explaining the changes to your curriculum that render this advisory no longer necessary.	Y
5/3/26	Req/Adv	Required		Please clarify your English advisory. You have completed Matrix B as if you are keeping your advisory. If this is the case select "ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005"	
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/5/26			Required	If you are removing your English advisory you need to complete the top field (and the top field only) of Matrix B. Here you would need to explain the changes to the curriculum that led to the advisory no longer being necessary.	Y

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)**

KNES 040A

Course Status

New

Course Characteristics

- NA

Cross-Listed/Related Course Information

- Related Parent

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

- Requisite change appr. 1/17/23 (effect. F23).-cc
- Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Outline of Record Report

05/18/2026

KNESD40AX : Flag Football 1

General Information

Faculty Initiator:	- Rachel Catuiza - D'Agostino, Joe
Course ID (CB01A and CB01B) :	KNESD40AX
Short Course Title:	FLAG FOOTBALL 1
Course Title (CB02) :	Flag Football 1
Department:	KNES - Kinesiology
Effective Term:	Fall 2027
TOP Code (CB03) :	(0835.00) Physical Education
CIP Code:	(31.0501) Health and Physical Education/Fitness, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000592255
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This introductory course explores the field of Kinesiology through participation in flag football. Students will develop fundamental skills such as passing, catching, and basic game strategies while learning key concepts in physiology, nutrition, strength, and flexibility. Emphasis is placed on improving physical fitness, understanding movement, and promoting lifelong wellness.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	FD - Team Sports

Faculty Requirements

Discipline 1:	Physical Education
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

The course is CSU and UC transferable. This course meets a general education requirement for De Anza. This course is an introduction to the game of flag football and will emphasize the basic skills and rules necessary to play the game.

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.

This course supports institutional goals of promoting student wellness, engagement, and inclusive excellence by providing a structured, team-based learning environment focused on flag football. Flag Football play offers opportunities for a wide range of students to participate in clearly defined roles that emphasize skill development, coordination, and strategic execution. With an emphasis on technique, communication, and situational awareness, the course provides an accessible entry point into football while maintaining the competitive and analytical elements of the game. As the importance of offense continues to be recognized across high school, collegiate, and professional levels, this course offers timely and relevant instruction in a critical phase of football that often determines game outcomes.

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

(This course is included in the Team Sports Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

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?

Yes

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

Maximum Credit Units

1

Total Course In-Class (Contact) Hours

36

Total Course Out-of-Class Hours	0			
Total Student Learning Hours	36			
Credit / Non-Credit Options				
Course Credit Status (CB04)	Course Non Credit Category (CB22)			
Credit - Degree Applicable	Credit Course.			
Course Classification Code (CB11)	Funding Agency Category (CB23)	☐ Cooperative Work Experience Education Status (CB10)		
Credit Course.	Not Applicable.			
☐ Variable Credit Course				
Weekly Student Hours		Course Student Hours		
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Hours	
NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

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

Visual aids
Discussion of assigned reading
In-class essays
Collaborative learning and small group exercises
Demonstrations
Simulations

Assignments

A. Reading

1. Assigned readings from the class text "Fit and Well" by Fahey et al.
2. Readings from various media sources and handouts from the instructor on the game of flag football.

B. A written essay analyzing how the 5 components of fitness are utilized in 3 specific skills of the game of flag football.

C. Skill Acquisition

1. Partner and small group drills to acquire the basic skills of flag football, including hiking, throwing and carrying the ball.
2. Verbal peer evaluation of basic skills performance

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Skills test on the basic throwing, carrying, and hiking graded on completion.
- B. Peer evaluation of skills performance of basic skills graded on completion.
- C. Essay evaluated on an accurate analysis of which component of fitness is utilized in each of the three basic skills of flag football.
- D. Comprehensive final exam based on readings from the class text, media sources, and instructor generated handouts.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Athletic shoes

Essential College Facilities:

- Athletic field, flags, belts, cones

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Fahey, Insel, and Roth.	Fit and Well	McGraw-Hill Publishing, San Francisco, Ca	16th, 2023	

Jellum et al.	Concepts of Fitness and Wellness	ALG Commons	3rd Edition, 2018	https://oer.galileo.usg.edu/health-textbooks/4/
Suggested Reading List				
Reading List		www.usffa.org		
May include, but are not limited to		No value		

Learning Outcomes	
Course Objectives	
Demonstrate knowledge of the general rules involved with the game of flag football.	
Demonstrate basic skills required in flag football.	
Summarize the field of play in flag football.	
Examine game situations and compose a strategy of play.	
Employ team cooperation and proper conduct (sportsmanship) commonly performed in the game of flag football.	
Examine the inherit risks involved with flag football and participate in a safe and wise manner.	
Incorporate basic physiology, nutritional concepts, strength and flexibility as it pertains to the game of flag football.	
Examine the global and historical significance of the sport of flag-football as a co-ed, equal-opportunity sport.	
CSLOs	
Apply knowledge of basic fitness concepts to health and fitness.	Expected SLO Performance: 0.0
Perform the basic skills necessary to participate in the game of flag football.	Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate knowledge of the general rules involved with the game of flag football.
 - 1. Understand the variations in team size.
 - 2. The game is composed of four - 15 minute quarters
 - 3. The object of the game is to catch or run the football into the end zone.
- B. Demonstrate basic skills required in flag football.
 - 1. Running
 - 2. Throwing
 - 3. Catching
 - 4. Carrying
 - 5. Punting
 - 6. Kicking
- C. Summarize the field of play in flag football.
 - 1. Field of play
 - 2. End zone
 - 3. Offensive zone
 - 4. Defensive zone
- D. Examine game situations and compose a strategy of play.
 - 1. 4 on 4
 - 2. 5 on 5
 - 3. 6 on 6
 - 4. 9 on 9
- E. Employ team cooperation and proper conduct (sportsmanship) commonly performed in the game of flag football.
 - 1. The emphasis of a non-contact game
 - 2. Following the current rules and regulations of NFFL
- F. Examine the inherent risks involved with flag football and participate in a safe and wise manner.
 - 1. Proper warm up and cool down exercises before and after participation.
 - 2. Flexibility exercises to enhance mobility
 - 3. Understanding of basic skills to perform flag football in a safe manner
- G. Incorporate basic physiology, nutritional concepts, strength and flexibility as it pertains to the game of flag football.
 - 1. Concepts of increasing cardiovascular fitness
 - 2. Concepts of increasing muscular strength and endurance.
 - 3. Concepts of improving body composition.
 - 4. Concepts of exercise modification for persons with disabilities and/or injuries.
 - 5. Understand the importance of strength and flexibility relative to the game of flag football.
 - 6. Understand basic nutritional concepts that apply to overall health and wellness.
- H. Examine the global and historical significance of the sport of flag-football as a co-ed, equal-opportunity sport.
 - 1. 1905 - modern football and flag football (or touch football) become two separate sports. Modern football began to require protective equipment.
 - 2. 1940s - Flag football originates from the concept of removing the tackle from the game and replacing it with the safer practice of grabbing the flag to make it safer for American military personnel.
 - 3. 1960 - The first flag football organization "the National Touch Football league" is formed.
 - 4. 1970s - Flag football infiltrates college campuses with increased intramural teams
 - 5. 1989 - The United States Flag Touch Football League is formed.
 - 6. 1997 - The Professional Flag Football League is formed.
 - 7. 2000s - Flag football leagues establish worldwide. These range from youth leagues to professional leagues. There are also league types such as: collegiate intramural, women's, co-ed, and wheelchair.
 - 8. Due to the sport being non-contact, the number of potential, able, and willing participants is substantially more than that of "tackle" football. Also, the amount and cost of equipment necessary for flag football is considerably lower than it's full contact counterpart.
 - 9. The International Woman's Flag Football Association, otherwise known as the IWFFA, hosts 8 on 8 flag football tournaments and flag football trainings across the world with participants from the United States, Canada, Mexico, Sweden, Norway, Finland, Denmark, Iceland, Scotland and several other nations.
 - 10. National Flag Football is the country's largest youth flag football organization, with leagues in six states and over 15, 000 kids participating. The NFL conducts their own Youth World Championship for children 12–14 years of age. Held in different nations around the world. It is five man no contact football played between ten countries. Previous NFL Flag Football World Championships have been held in Beijing, Cologne, Mexico City, Tokyo, Toronto, and Vancouver.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- 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

Limitation(s) on Enrollment:

No Value
Limitation(s) on Enrollment - Other: No Value
Entrance Skills(s): No Value
Entrance Skill(s) - Other: No Value
General Course Statement(s): (See general education pages for the requirements this course meets.)
General Course Statement(s) - Other: No Value

A-Matrix Form
EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why. No Value
Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse. 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.

Assignment B - students will develop a written essay analyzing how the 5 components of fitness are utilized in 3 specific skills of the game of flag football.

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

Assignment B - students will develop a written essay analyzing how the 5 components of fitness are utilized in 3 specific skills of the game of flag football.

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.)

Methods of Evaluation A Skills test on the basic skills of throwing, carrying, kicking, and hiking graded on completion.

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

Methods of Evaluations C- Skill Acquisition 2. Partner and small group drills to acquire the intermediate skills of flag football, including hiking, throwing in a pattern, kicking a field goal and carrying the ball in a pattern. 3. Verbal peer evaluation of intermediate level skills performance D- Comprehensive final exam based on readings from the class text, media sources, and instructor generated handouts.

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

Methods of Evaluations D Comprehensive final exam based on readings from the class text, media sources, and instructor generated handouts.

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 H- Examine the global and historical significance of the sport of flag-football as a co-ed, equal-opportunity sport

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 H- Examine the global and historical significance of the sport of flag-football as a co-ed, equal-opportunity sport

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.)

Assignment C- Skill Acquisition 2. Partner and small group drills to acquire the intermediate skills of flag football, including hiking, throwing in a pattern, kicking a field goal and carrying the ball in a pattern. 3. Verbal peer evaluation of intermediate level skills performance

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 very minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	N
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.	Y
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.) and/or 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.	N
4/23/2026	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? 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
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

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
4/28/26	Matrix B	top field	Required	If you are removing your English advisory you need to complete this field explaining the changes to your curriculum that render this advisory no longer necessary.	Y
5/3/26	Req/Adv		Required	Please clarify your English advisory. You have completed Matrix B as if you are keeping your advisory. If this is the case select "ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005"	No deleted - then you need to complete the top field of Matrix B explaining the changes to the curriculum that led to the advisory no longer being needed - zj 5/5

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)

KNES 040AX

Course Status

New

Course Characteristics

- NA

Cross-Listed/Related Course Information

- Related Child

Cross-Listed/Related Course ID's

KNES 40A

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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). -sw

PTECD101. : Introduction to Psychiatric Technology

General Information	
Faculty Initiator:	Melissa Sherman
Attachments:	Online_PTEC_101_2027F.pdf ReqAdv_G_PTEC_101_2027F.pdf
Course ID (CB01A and CB01B) :	PTECD101.
Short Course Title:	No value
Course Title (CB02) :	Introduction to Psychiatric Technology
Department:	PTEC - Psychiatric Technologies
Effective Term:	Fall 2027
TOP Code (CB03) :	(1261.00) *Community Health Care Worker
CIP Code:	(51.1502) Psychiatric/Mental Health Services Technician.
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	06/16/2026
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces students to the role and scope of practice of the psychiatric technician within California healthcare systems. Students will describe, explain, and apply foundational concepts related to mental health, developmental disabilities, basic nursing care, and patient safety. Emphasis is placed on therapeutic communication, legal and ethical standards, cultural humility, and the delivery of compassionate, patient-centered care across diverse populations. Students will explore interdisciplinary collaboration and begin developing clinical reasoning skills necessary to support individuals with varied physical, emotional, and psychosocial needs. This is where purpose meets practice—where students begin the transformation from learner to clinician grounded in knowledge, guided by compassion, and prepared to care for all.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements	
Discipline 1:	Psychiatric Technician
Discipline 2:	Nursing

Discipline 3:	• - AND - • Title 16 Section 2584
FSA:	• FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement
Formerly Statement No Value

Course Justification
Course Justification This course belongs on the Psychiatric Technician AS degree. Expanding access to mental health education is not optional—it is a workforce imperative. Labor market data from the California Employment Development Department (EDD) identifies sustained demand and projected growth for psychiatric technicians and behavioral health workers across the Bay Area. Yet, local training capacity remains limited—nearby programs require hours-long commutes, and recent program closures have further reduced access. This gap disproportionately impacts community college students who are place-bound, working, or underserved, restricting entry into a critical workforce pipeline. At the same time, increased state and regional investments in behavioral health services have intensified the need for trained, entry-level professionals. Establishing a Psychiatric Technician Program directly supports workforce development, aligns with public funding priorities, and expands equitable access to high-demand careers. Graduates will be prepared to meet urgent regional needs with culturally responsive, trauma-informed care—strengthening the mental health infrastructure of the Bay Area.

Stand-Alone Statement
Stand-Alone Statement No Value

Course Philosophy
Course Philosophy The Psychiatric Technician Program is grounded in the belief that safe, effective mental health care requires both clinical competence and human connection. Instruction is designed to move students progressively through Bloom's Taxonomy—from knowledge and comprehension to application, analysis, and clinical judgment in real-world settings. Learning is active and accountable. Through structured practice, simulation, remediation, and supervised clinical experience, students apply concepts, analyze patient needs, and develop safe, ethical decision-making skills. Emphasis is placed on therapeutic communication, person-centered care, and adaptability across diverse populations. The program fosters an inclusive, equitable learning environment that values diverse backgrounds and lived experiences. Faculty guide, challenge, and support students in developing cultural humility and trauma-informed care. Graduates emerge as competent, compassionate practitioners prepared to think critically, act ethically, and deliver safe, effective care.

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.

Equity in education leads to equity in care—and both are essential to improving mental health outcomes in our communities. The Psychiatric Technician Program is committed to advancing diversity, equity, and inclusion by expanding access to local, affordable training for place-bound, working, and underserved students. Instruction incorporates active learning, structured support, and targeted remediation to promote success across diverse learning needs. The curriculum emphasizes culturally responsive, trauma-informed care, preparing students to serve the diverse populations of the Bay Area with competence and compassion. The program also evaluates student outcomes to identify and reduce equity gaps in retention, completion, and licensure readiness. Through these efforts, graduates are prepared to deliver inclusive, ethical, and high-quality care while strengthening equitable access within the mental health workforce.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

- ☒ Course is part of a program

Associated Program

Award Type

Active

Psychiatric Technician (In Development)

Associate in Science (A.S.) Degree

Fall 2027

Psychiatric Technician (In Development)

Certificate of Achievement-Advanced (COA-A)

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	4.5
Maximum Credit Units	4.5
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education
Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4.5	9
Laboratory Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	

NA Hours	0	0	Lecture	54
			Laboratory	0
			NA	0
			Total	54
Course Out-of-Class Hours				
			Lecture	108
			Laboratory	0
			NA	0
			Total	108

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 guided discussion to introduce foundational concepts in psychiatric technology Multimedia presentations to support diverse learning styles and reinforce key content Case studies and scenario-based learning to promote critical thinking and application Small group activities to encourage collaboration and peer learning Instructor-led demonstration and modeling of therapeutic communication techniques Reflective exercises to support self-awareness and professional development Question-and-answer sessions to assess understanding and clarify concepts Guest speakers or interdisciplinary perspectives (when available) to enhance real-world context

Assignments

- A. Written examinations (multiple-choice, short answer) to assess knowledge and comprehension
- B. Quizzes to reinforce foundational concepts and terminology
- C. Case study analysis to evaluate application and critical thinking: Write up a case study using the steps of the Nursing Process including; client history, pathophysiology, assessment, nursing care, and evaluation of client's response to care.
- D. Participation in class discussions and activities to assess engagement and communication
- E. Written assignments or reflections to evaluate insight, professionalism, and integration of concepts

- F. Scenario-based assessments to measure clinical reasoning and decision-making
- G. Calculate the correct dose of insulin to be administered to a client if the order is for NPH 20 units and on hand there is a vial of NPH 100 units/ml. Explain the rationale for selecting the syringe and the injection technique for a client who is thin versus a morbidly obese.
- H. Read the chapter on therapeutic communication. Define and contrast five different therapeutic communication techniques and describe how each one may be used in the clinical setting.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Reading assignments from required textbooks or instructor-provided materials
- B. Written reflections on therapeutic communication, ethics, or patient-centered care
- C. Case study reviews with guided questions
- D. Participation in group discussions or collaborative activities
- E. Short written responses or worksheets reinforcing lecture content
- F. Self-assessment or journaling activities to promote professional growth and self-awareness
- G. Presentations (oral or visual)

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Required textbook(s) covering foundational psychiatric technology, mental health, and basic nursing concepts
- Instructor-provided handouts, case studies, and course materials
- Access to a computer or mobile device with internet capability for course resources and assignments
- Learning management system (LMS) access (e.g., Canvas)
- Basic supplies for note-taking and coursework (notebook, writing tools)

Essential College Facilities:

- Standard classroom equipped with multimedia capabilities (computer, projector, audio/visual equipment)
- Access to a learning management system (e.g., Canvas) for course delivery and communication
- Simulation lab and/or skills lab access for demonstration purposes (as applicable)
- Library resources, including access to nursing and health science databases
- Quiet study areas to support individual and group learning

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Rosdahl, C.,	Textbook of Basic Nursing	Lippincott Williams & Wilkins (LWW) / Wolters Kluwer	2021, 12th	ISBN - 13: 978-1-9751-7133-4
Roach, S. and Ford, S.	Introductory Clinical Pharmacology	Lippincott Williams & Wilkins (LWW) / Wolters Kluwer	2021/ 12th	ISBN - 13: 978-1975163730
Gardner, J. and Chapman, M.	Developing Staff Competencies	Brooks Publishing	1993 / 2nd	ISBN 13: 978 -

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define and describe principles and techniques of basic therapeutic communication.

Describe steps in the Nursing Process and formulate a plan of care for clients with developmental disabilities.

Identify and discuss pharmacokinetics, dosage forms, and principles of medication administration.

Describe, compare, and contrast characteristics of the stages of normal growth and development according to the developmental theories of Havinghurst, Erikson, and Piaget.

Compare and contrast classifications and causes of developmental disabilities.

Define and discuss principles and techniques of Behavior Modification.

Define and discuss the application of the goal of normalization in a least restrictive environment.

Discuss leisure activity, sexuality, vocational and family issues of developmentally disabled clients.

Outline basic nutritional components and analyze the role of each in various body systems.

CSLOs

Explain the role and scope of practice of the psychiatric technician within California healthcare systems.

Expected SLO Performance: 1

Demonstrate understanding of therapeutic communication techniques appropriate for diverse patient populations.

Expected SLO Performance: 1

Outline

Course Outline

- A. Define and describe principles and techniques of basic therapeutic communication.
 - 1. Definitions and description
 - 2. Levels
 - 3. Techniques
- B. Describe steps in the Nursing Process and formulate a plan of care for clients with developmental disabilities
 - 1. Assessment
 - 2. Planning
 - 3. Intervention
 - 4. Evaluation
 - 5. Requirements for a written Nursing Care Plan
- C. Identify and discuss pharmacokinetics, dosage forms, and principles of medication administration.
 - 1. Principles of pharmacology
 - 2. Pharmacokinetics
 - 3. Dosage forms
 - 3. Medication administration terminology and abbreviations
 - 4. Dosage calculations
 - 5. Medication Information
 - a. classification
 - b. action, side effects, adverse reactions
 - 6. Principles of Medication Administration
 - a. "10 Rights"
 - b. Nursing interventions
 - c. Responsibilities of a Psychiatric Technician
- D. Describe, compare, and contrast characteristics of the stages of normal growth and development according to the developmental theories of Havighurst, Erikson, and Piaget.
 - 1. Stages of Havighurst, Erickson and Piaget's Developmental Theories
 - a. Motor skills
 - b. Verbal skills
 - c. Cognitive skills
- E. Compare and contrast classifications and causes of developmental disabilities.
 - 1. Definition
 - 2. Classification and Types
 - a. metabolic
 - b. genetic
 - c. pre-,peri, post-natal
 - d. neurological
- F. Define and discuss principles and techniques of Behavior Modification
 - 1. Definition
 - 2. Principles
 - 3. Techniques
- G. Define and discuss the application of the goal of normalization in a least restrictive environment.
 - 1. Definition
 - 2. Principles of least restrictive environment
 - 3. Rights of developmental clients
 - 4. Role of the Regional Center and developmentally disabled clients
- H. Discuss leisure activity, sexuality, vocational and family issues of developmentally disabled clients
 - 1. Therapeutic and leisure activities
 - 2. Sexuality
 - 3. Vocational options
 - 4. Family relationship
- I. Outline basic nutritional components and analyze the role of each in various body systems.
 - 1. Definition
 - 2. Components

- 3. Essential nutrients
- 4. Food groups
- 5. Nutritional disorders

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 4.5
- Lec Hrs: 4.5
- Lec Load: .100
- Total Load: .100
- Seat Ct: 30
- (mkct 05/20/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

PTEC D101L. Both PTEC D101. and PTEC D101L must be successfully passed together to advance within the program.

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Enrollment in this course is limited to students officially admitted to the Psychiatric Technician Program or those with department approval. Due to the specialized nature of laboratory instruction, including safety requirements, equipment availability, and mandated student-to-instructor ratios, enrollment may be restricted based on available space and resources. Students must meet all program prerequisites, health and safety requirements, and comply with institutional and regulatory standards prior to participation.

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

N/A

General Course Statement(s):

No Value

General Course Statement(s) - Other:

This course requires students to demonstrate safe, ethical, and professional behavior at all times. Due to the clinical nature of psychiatric technology training, students must successfully complete all required skills competencies and meet minimum performance standards to pass the course. Students are expected to maintain confidentiality in accordance with HIPAA regulations and adhere to all applicable legal and ethical standards governing patient care. Failure to demonstrate safe practice, professional conduct, or clinical competency may result in removal from the lab/clinical setting and unsuccessful course completion. Students must demonstrate behaviors consistent with the psychiatric technician scope of practice and regulatory standards as outlined by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

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.

Prerequisites for Program Entry The following courses are required to ensure students are prepared for the academic rigor and clinical expectations of the Psychiatric Technician program: MATH B114 – Intermediate Algebra ENGL 1A – Composition and Reading or ESL 5 - Advanced Composition and Reading BIOL 40A, 40B, 40C – Anatomy and Physiology (sequence) PSYC 1 – General Psychology PSYC 14 – Developmental Psychology (lifespan: infancy through older adulthood) Rationale These prerequisites provide essential foundational knowledge and skills necessary for student success in a CTE healthcare program. Mathematics supports accuracy and problem-solving; English/ESL ensures effective communication and comprehension; Anatomy and Physiology establish biological and clinical understanding; and Psychology courses develop insight into human behavior and development across the lifespan. Together, these courses prepare students to analyze, apply, and integrate knowledge in both classroom and clinical settings, supporting safe, competent, and culturally responsive care.

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.

For health and safety standards of care, students are required to have a yearly physical with labs and drug screen at their own cost. Students are required to test yearly for Hepatitis B and be fit mask tested at their own cost. Students are expected to take a Basic Life Support class and become certified every two years to remain in the program. Students will learn how to interview, interact with and care for clients admitted inpatient for mental illness. Communication is key and students are taught verbal and non-verbal cues to assess clients about to escalate into violence. Ability to monitor, medicate as needed and reassess for improvement will be important skills to learn. Teaching students to have situational awareness is key to student and client safety.

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.

Students must apply to the program, preference will be given to students already working in healthcare or military veteran students.

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
4/15/2026	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.	This is a brand new program, and needs to be board certified and initiated. At this time I am not aware of any OER or ZTC textbooks which will satisfy licensing approval. As we begin this program, we will be looking for brand opportunities and other resources to help reduce cost for students enrolled in this program. We will also explore ZTC and OER option.
4/15/2026	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.	Yes, they do. All healthcare books do this as required by licensing. Yes they do. The Genogram forces students to explore their own lived experiences, ethnicity, culture, religion as well as addiction or trauma as well as abuse or prejudice. These elements allow each person views and interact with the world.
4/15/2026	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.	1) Yes 2) For writing assignments, students are given the opportunity to revise work based on instructor feedback.
4/15/2026	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.	For writing assignments, students are provided an example of previous student work which exceeds instructor expectations for them to follow.

4/14/2026	Outline	Course Outline	Suggested	This may not be feasible/appropriate, 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. This may be covered as part of "B. Describe steps in the Nursing Process and formulate a plan of care for clients with developmental disabilities" — if yes, consider making this slightly clearer. If not appropriate, no problem --- just let me know in the initiator response box.	Not feasible
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
4/23/26	Req/Adv	Prerequisites	Required	Under Title V you generally cannot have prerequisites outside of your department. One possible exception would be if the 4 year institutions require the prerequisite	These classes are required by the licensing board, BVNPT for licensure.
4/23/26	Matrix A		Required	Please indicate where this information can be found in eLumen (it must come from the Assignments, Methods of Evaluation, and/or the Outline)	Assignments and Methods of Evaluation
4/23/26	Matrix D		Required	Please indicate where this information can be found in eLumen (it must come from the Assignments, Methods of Evaluation, and/or the Outline)	Assignments and Methods of Evaluation
4/23/26	Matrix H	Objective 1	Required	Please Complete for your limitation on enrollment	Y
4/23/26	Req/Adv	Advisory - Other	Required	Remove Math 114, this is covered by the intermediate algebra advisory	Y
4/23/26	Basic Course Information	Attachments	Required	The material in the left hand column must come from the top level objectives of the requisite course. (These can be found under the Learning Outcomes tab)	Y
4/23/26	Matrix G	BIOL 40C	Required	change from prerequisite to advisory	Y
4/23/26	Matrix G	MATH 114	Required	Remove as this is covered by Matrix D	Y
5/4/26				Returned as per request	Y
5/4/26	Matrix G		Required	You submitted a matrix G for PTEC 101 as a corequisite for PTEC 101L. Instead you need to submit a matrix G for PTEC 101L as a corequisite for PTEC 101	Yes. I hope I got this right
Stage 7: Dean of Online Learning					
You					
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)
06/16/2026
Hybrid Approval Date (MM/DD/YYYY)
No Value
Curriculum Office Notes
No Value

PTECD101L : Introduction to Psychiatric Technology Lab

General Information	
Faculty Initiator:	• Melissa Sherman
Attachments:	ReqAdv_G_PTEC_101L_2027F_1.pdf
Course ID (CB01A and CB01B) :	PTECD101L
Short Course Title:	No value
Course Title (CB02) :	Introduction to Psychiatric Technology Lab
Department:	PTEC - Psychiatric Technologies
Effective Term:	Fall 2027
TOP Code (CB03) :	(1261.00) *Community Health Care Worker
CIP Code:	(51.1502) Psychiatric/Mental Health Services Technician.
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	06/16/2026
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This introductory lab course develops foundational skills as students demonstrate, apply, and recognize basic psychiatric technician competencies in simulated settings. Emphasis is placed on safety, communication, patient interaction, and professional behavior. Students will begin to integrate theory into practice while engaging with diverse patient scenarios. Where knowledge begins to move—from learning to doing.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements	

Discipline 1:

- Psychiatric Technician

Discipline 2:

- Nursing

Discipline 3:

- - AND -
- Title 16 Section 2584

FSA:

- FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course belongs on the Psychiatric Technician AS degree. This course establishes the foundational psychomotor and interpersonal skills required for safe entry into psychiatric technician practice. Students will demonstrate, apply, and recognize essential skills in a controlled environment, building confidence prior to clinical exposure. Aligned with California Board of Vocational Nursing and Psychiatric Technicians standards, this lab supports early skill acquisition, safety, and culturally responsive care, meeting workforce and patient care needs.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

This course is grounded in the belief that strong clinical practice begins with safe, guided skill development. Students are supported to demonstrate, apply, and recognize foundational skills through repetition, feedback, and reflection. Emphasis is placed on professionalism, communication, and respect for diverse populations, fostering confidence and accountability from the very beginning. Confidence starts with practice—and practice starts here.

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 introduces diversity, equity, and inclusion through foundational skill development that reflects diverse patient backgrounds and experiences. Students will recognize, apply, and begin to analyze how culture, identity, and lived experience influence care and communication. Learning activities promote respect, inclusion, and equitable treatment from the first point of patient interaction. Inclusion begins on day one—every patient, every interaction, every 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

- Letter Grade

Repeat Limit	Course Prior To College Level	• Pass/No Pass 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
Psychiatric Technician (In Development)	Associate in Science (A.S.) Degree	Fall 2027
Psychiatric Technician (In Development)	Certificate of Achievement-Advanced (COA-A)	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	7
Maximum Credit Units	7
Total Course In-Class (Contact) Hours	252
Total Course Out-of-Class Hours	0
Total Student Learning Hours	252

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	0	0
Laboratory Hours	21	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	252
NA	0
Total	252
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

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	Instruction in this course utilizes a combination of experiential and skills-based teaching strategies designed to promote active learning and early clinical competence. Methods include: Demonstration and Return Demonstration: Instructor-led modeling of foundational skills followed by student performance and validation Simulation-Based Learning: Structured scenarios to practice communication, safety, and patient interaction in controlled environments Guided Skills Practice: Repetitive, supervised practice to build proficiency and confidence Role-Playing Activities: Development of therapeutic communication and interpersonal skills Case-Based Learning: Application of concepts to realistic patient situations Collaborative Learning: Small group activities to encourage teamwork and peer feedback Reflective Practice: Guided debriefing to support self-awareness and clinical reasoning Instructor Feedback and Coaching: Ongoing formative feedback to support skill development and improvement

Assignments	
A. Skills Check-Offs: Demonstration of basic psychiatric technician skills (e.g., communication, safety techniques, patient interaction) B. Simulation Participation: Active engagement in structured lab scenarios C. Return Demonstrations: Performance of instructor-modeled skills for competency validation D. Role-Play Exercises: Practice of therapeutic communication and interpersonal techniques E. Case Study Activities: Application of foundational concepts to simulated patient situations F. Reflective Journals: Short written reflections on learning experiences, communication, and personal growth G. Professional Behavior Evaluation: Ongoing assessment of attendance, participation, teamwork, and adherence to safety standards	

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	Evaluation Methods Student performance will be evaluated using the following criteria: • Skills Competency Validation (Pass/Fail or Points-Based): Successful completion of required skills check-offs • Simulation Performance: Demonstration of safe, effective, and appropriate responses during lab scenarios • Participation and Engagement: Active involvement in lab activities and collaborative learning • Clinical Readiness Behaviors: Professionalism, communication, accountability, and adherence to safety protocols • Reflective Assignments: Insight, critical thinking, and ability to

connect theory to practice

Students must demonstrate competency in all required skills to successfully pass the course. Evaluation emphasizes safe practice, skill mastery, and readiness for progression into clinical settings.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Students are required to have access to the following materials to support safe and effective participation in lab activities:
- Approved program uniform and appropriate footwear
- Student ID badge
- Basic clinical supplies (e.g., stethoscope, watch with second hand, penlight, notebook)
- Course-required textbook(s) and/or digital learning resources
- Access to a computer or tablet with internet capability for assignments and learning modules
- Skills check-off packet or lab manual (print or digital)
- Personal protective equipment (PPE) as required (may be provided by program)

Essential College Facilities:

- The college must provide appropriate facilities and resources to ensure student learning and safety, including:
- Skills laboratory equipped with hospital beds, mannequins, and simulation equipment
- Simulation lab or designated practice space for role-play and scenario-based learning
- Audio-visual equipment to support demonstrations and instructional content
- Secure storage areas for equipment and student belongings
- Access to handwashing stations and infection control supplies
- Faculty supervision and support staff to ensure safe instruction and skill validation
- Arrange various clinical site rotations to enhance student learning
- These materials and facilities are essential to support hands-on learning, skill acquisition, and preparation for clinical practice.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Rosdahl, C.,	Rosdahl's Textbook of Basic Nursing	Lippincott Williams & Wilkins (LWW) / Wolters Klew	2021, 12th	978-1-9751-7133-9
Roach, S. and Ford, S.	Introductory Clinical Pharmacology	Lippincott Williams & Wilkins (LWW) / Wolters Klew	2021/ 12th	978-1975163730
Gardner, J. and Chapman, M.	Developing Staff Competencies for Supporting People with Disabilities: An Orientation Handbook	Brooks Publishing	1993 / 2nd	978 - 1557661074
Venes, D.	Taber's Cyclopedic Medical Dictionary	F. A. Davis	2025 / 25th	978-1719650670

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Demonstrate basic psychiatric technician skills in a safe, controlled lab environment

Recognize appropriate safety measures, including infection control and environmental awareness

Apply foundational therapeutic communication techniques during simulated patient interactions

Identify professional behaviors, including accountability, teamwork, and ethical conduct

Perform essential patient care tasks within the scope of psychiatric technician practice

Participate effectively in simulation and role-play activities to support skill development

Integrate foundational theory into hands-on practice across diverse patient scenarios

Respond appropriately to feedback to improve skill performance and clinical readiness

Describe steps in the Nursing Process and formulate a plan of care for clients with developmental disabilities in community settings

Identify and discuss pharmacokinetics, dosage forms, and principles of medication administration

CSLOs

Demonstrate foundational psychiatric technician hands-on skills safely and accurately in a lab setting as well as applying basic therapeutic communication techniques during simulated and real patient interactions in the clinical setting

Expected SLO Performance: 1

Demonstrate the proper procedure for administering medication, including dosage calculation, medication preparation, and administration techniques, following the 10 Rights of Medication Administration (Right Patient, Right Medication, Right Dose, Right Route, Right Time, Right Documentation, Right Reason, Right Response, Right Education, Right to Refuse)

Expected SLO Performance: 1

Outline

Course Outline

- A. Demonstrate basic psychiatric technician skills in a safe, controlled lab environment
 - 1. Lab policies, procedures, and safety protocols
 - 2. Introduction to equipment and simulation environment
 - 3. Professional expectations and student roles
- B. Recognize appropriate safety measures, including infection control and environmental awareness
 - 1. Hand hygiene and standard precautions
 - 2. Use of personal protective equipment (PPE)
 - 3. Environmental safety and hazard awareness
- C. Apply foundational therapeutic communication techniques during simulated patient interactions
 - 1. Verbal and nonverbal communication techniques
 - 2. Establishing rapport and boundaries
 - 3. Introduction to active listening and empathy
- D. Identify professional behaviors, including accountability, teamwork, and ethical conduct
 - 1. Accountability, teamwork, and role responsibility
 - 2. Respect for diversity and patient-centered care
 - 3. Confidentiality and ethical considerations
- E. Perform essential patient care tasks within the scope of psychiatric technician practice
 - 1. Assisting with activities of daily living (ADLs)
 - 2. Vital signs and basic observations
 - 3. Documentation fundamentals (introductory level)
- F. Participate effectively in simulation and role-play activities to support skill development
 - 1. Participation in structured lab scenarios
 - 2. Application of communication and safety skills
 - 3. Team-based patient care simulations
- G. Integrate foundational theory into hands-on practice across diverse patient scenarios
 - 1. Observing and reporting patient behavior
 - 2. Introduction to behavior support strategies
 - 3. Maintaining safety in patient interactions
- H. Respond appropriately to feedback to improve skill performance and clinical readiness
 - 1. Return demonstrations of core skills
 - 2. Performance evaluation and feedback
 - 3. Preparation for clinical readiness
- I. Describe steps in the Nursing Process and formulate a plan of care for clients with developmental disabilities in community settings
 - 1. Examine the steps of the nursing process—assessment, diagnosis, planning, implementation, and evaluation—as applied to clients with developmental disabilities in community-based setting
 - 2. Formulate plans of care that promote health, independence, safety, and quality of life, incorporating evidence-based interventions and community resources
 - 3. Evaluate outcomes and modify care plans to ensure continuity of care and responsiveness to the evolving needs of clients in diverse community environments.
- J. Identify and discuss pharmacokinetics, dosage forms, and principles of medication administration
 - 1. Examine the fundamental concepts of pharmacokinetics, including absorption, distribution, metabolism, and excretion, and how these processes influence drug action and therapeutic outcomes.
 - 2. Develop an understanding of dosage calculations, medication preparation, and administration techniques
 - 3. Learn application of safety principles, including the “rights” of medication administration, monitoring for therapeutic effects, recognizing adverse reactions, and documenting and reporting medication-related information in accordance with professional standards.

Lab Outline

Lab 1: Skills Check-Offs

- A. Basic Nursing Care
 - Assessment

- Vital signs
- Physical examinations

- Activities of daily living skills
 - Dressing / Feeding
 - Body mechanics

- Personal Hygiene
 - Bed bath
 - Bed making

- Medication administration
 - Oral administration
 - Injections

- Alternative feeding techniques
 - Nasogastric
 - Gastrostomy

B. Nursing skills / procedures

- Enemas
- Ostomy care
- Catheterization
- Wound care and dressings
- Sterile technique
- Isolation
- Suctioning
- Administration of oxygen
- Professional assault response technique
- Seizure precautions
- Post mortem care

Lab 2: Final Competency & Clinical Readiness

- Comprehensive simulation scenario
- Final skills validation reflection and preparation for clinical transit

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: 7
- Lab Hrs: 21
- Lab Load: .333
- Total Load: .333
- Seat Ct: 30
- (mkct 05/20/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

PTEC D101. Both PTEC D101. and PTEC D101L must be successfully passed together to advance within the program.

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Enrollment in this course is limited to students officially admitted to the Psychiatric Technician Program or those with department approval. Due to the specialized nature of laboratory instruction, including safety requirements, equipment availability, and mandated student-to-instructor ratios, enrollment may be restricted based on available space and resources. Students must meet all program prerequisites, health and safety requirements, and comply with institutional and regulatory standards prior to participation.

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

This course requires students to demonstrate safe, ethical, and professional behavior at all times. Due to the clinical nature of psychiatric technology training, students must successfully complete all required skills competencies and meet minimum performance standards to pass the course. Students are expected to maintain confidentiality in accordance with HIPAA regulations and adhere to all applicable legal and ethical standards governing patient care. Failure to demonstrate safe practice, professional conduct, or clinical competency may result in removal from the lab/clinical setting and unsuccessful course completion. Students must demonstrate behaviors consistent with the psychiatric technician scope of practice and regulatory standards as outlined by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

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.

.

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.

Concurrent enrollment in PTEC 101 is required to provide students with the opportunity to apply theoretical concepts in a supervised lab/ clinical setting, reinforcing skill development, critical thinking, and safe practice.

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.

Prerequisites for Program Entry The following courses are required to ensure students are prepared for the academic rigor and clinical expectations of the Psychiatric Technician program: MATH B114 – Intermediate Algebra ENGL 1A – Composition and Reading or ESL 5 - Advanced Composition and Reading BIOL 40A, 40B, 40C – Anatomy and Physiology (sequence) PSYC 1 – General Psychology PSYC 14 – Developmental Psychology (lifespan: infancy through older adulthood) Rationale These prerequisites provide essential foundational knowledge and skills necessary for student success in a CTE healthcare program. Mathematics supports accuracy and problem-solving; English/ESL ensures effective communication and comprehension; Anatomy and Physiology establish biological and clinical understanding; and Psychology courses develop insight into human behavior and development across the lifespan. Together, these courses prepare students to analyze, apply, and integrate knowledge in both classroom and clinical settings, supporting safe, competent, and culturally responsive care.

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.

For health and safety standards of care, students are required to have a yearly physical with labs and drug screen at their own cost. Students are required to test yearly for Hepatitis B and be fit mask tested at their own cost. Students are expected to take a Basic Life Support class and become certified every two years to remain in the program. Students will learn how to interview, interact with and care for clients admitted inpatient for mental illness. Communication is key and students are taught verbal and non-verbal cues to assess clients about to escalate into violence. Ability to monitor, medicate as needed and reassess for improvement will be important skills to learn. Teaching students to have situational awareness is key to student and client safety.

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.

Students must apply to the program, preference will be given to students already working in healthcare or military veteran students.

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

4/15/2026 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.	This is a brand-new program and needs to be board certified and initiated. At this time, I am not aware of any OER or ZTC textbooks which will satisfy licensing approval. As we begin this program, we will be looking for brand opportunities and other resources to help reduce cost for students enrolled in this program. We will also explore ZTC and OER option.
4/15/2026 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.	Yes, they do. All healthcare books do this as required by licensing. Yes, they do. The Genogram forces students to explore their own lived experiences, ethnicity, culture, religion as well as addiction or trauma as well as abuse or prejudice. These elements alter how each person views and interact with the world. 1) Skills check off list. 2) Clinical instructor led visits to various sites to gain knowledge interacting with this patient population. 3) Clinical evaluation from instructor. 4) Post conference debriefing at the end of each clinical day. 5) Journaling entries regarding content learned while on site. 6) Discussion posts to clarify knowledge linking theory to content in APA 7th format citing two sources. 8) Weekly discussion of a new medication covered in theory.
4/15/2026 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? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	
4/15/2026 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.	1) Yes 2) For writing assignments, students are given the opportunity to revise work based on instructor feedback.

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
5/2/26	Req/Adv		Required	Remove statements under Prerequisites, Advisories and Advisories - other as per our conversation	Y - incomplete, you still need to remove the statements under advisories and advisories - other - zj 5/4. Y on 5/5
5/4/26	Matrix G		Required	Remove the matrix G corresponding to BIOL 40C	y on 5/5

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

Course Outline of Record Report

05/20/2026

PTECD102. : Psychiatric Technology: Nursing Science

General Information

Faculty Initiator:	Melissa Sherman
Attachments:	ReqAdv_G_PTEC_102_2027F_1.pdf ReqAdv_G_PTEC_102_2027F_2.pdf ReqAdv_G_PTEC_102_2027F_3.pdf Online_PTEC_102_2027F.pdf
Course ID (CB01A and CB01B) :	PTECD102.
Short Course Title:	No value
Course Title (CB02) :	Psychiatric Technology: Nursing Science
Department:	PTEC - Psychiatric Technologies
Effective Term:	Fall 2027
TOP Code (CB03) :	(1261.00) *Community Health Care Worker
CIP Code:	(51.1502) Psychiatric/Mental Health Services Technician.
SAM Priority Code (CB09) :	B - Advanced Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	06/16/2026
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course is the second in a four-term Psychiatric Technician program and focuses on foundational medical-surgical nursing concepts applied across the lifespan. Students will build upon prior knowledge to analyze, apply, and integrate principles of anatomy, physiology, pharmacology, and nursing care in the management of common acute and chronic health conditions. Emphasis is placed on clinical reasoning, safe patient care, therapeutic communication, and culturally responsive practices in diverse healthcare settings. Through lecture, simulation, and supervised clinical experiences, students will demonstrate, evaluate, and prioritize nursing interventions that support holistic, patient-centered outcomes. The course prepares students to provide competent, ethical, and inclusive care for individuals with varied medical, developmental, and psychosocial needs within the scope of psychiatric technician practice.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Psychiatric Technician
Discipline 2:	• Nursing
Discipline 3:	• - AND - • Title 16 Section 2584
FSA:	• FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Formerly Statement
No Value

Course Justification

Course Justification

This course belongs on the Psychiatric Technician AS degree. This course equips students to apply, analyze, and evaluate medical-surgical nursing care within the Psychiatric Technician scope, meeting California Board of Vocational Nursing and Psychiatric Technicians standards. Addressing critical workforce needs identified by the Employment Development Department, students develop clinical competence to deliver safe, inclusive, and culturally responsive care to diverse populations, including LGBTQ+ individuals and varied ethnic communities, ensuring equitable outcomes across California healthcare settings.

Stand-Alone Statement

Stand-Alone Statement
No Value

Course Philosophy

Course Philosophy

This course is grounded in the belief that competent nursing care requires students to apply, analyze, and evaluate knowledge with clinical judgment and compassion. Through progressive learning, students integrate medical-surgical concepts to deliver safe, ethical, and culturally responsive care to diverse populations, including LGBTQ+ and ethnically diverse communities. Emphasis is placed on critical thinking, accountability, and patient dignity. We don't just teach skills—we develop clinicians who think, adapt, and deliver equitable care when it matters most.

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 - Examples of Primary Texts and References
- ☒ Specifications - Methods of Evaluation
- ☒ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

This course intentionally integrates diversity, equity, and inclusion by preparing students to apply, analyze, and evaluate nursing care that is culturally responsive, trauma-informed, and patient-centered. Content, case studies, and clinical experiences reflect diverse populations, including varied ethnic socioeconomic, disability, and LGBTQ+ communities. Emphasis is placed on reducing health disparities, addressing implicit bias, and promoting equitable outcomes. Students are guided to demonstrate respect, advocacy, and ethical care for all individuals, ensuring alignment with inclusive practices and the diverse needs of California’s communities.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

- ☒ Course is part of a program

Associated Program

Award Type

Active

Psychiatric Technician (In Development)

Associate in Science (A.S.) Degree

Fall 2027

Psychiatric Technician (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2027

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	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education
Status (CB10)

Variable Credit Course

☐

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and guided discussion to present medical-surgical nursing concepts across the lifespan Multimedia presentations to reinforce anatomy, physiology, pharmacology, and nursing care principles Case studies and scenario-based learning to promote application, analysis, and clinical reasoning Problem-solving activities focused on patient safety, prioritization, and nursing interventions Small group discussions to support collaborative learning and peer engagement Instructor-led demonstration and explanation of nursing concepts and care strategies Simulation-based learning (as applicable) to bridge theory and practice Question-and-answer sessions to assess comprehension and clarify complex concepts

Reflective exercises to support integration of knowledge, professionalism, and patient-centered care

Assignments

- A. Assigned readings from nursing and psychiatric technician textbooks
- B. Read the chapter on pediatric disease processes and be prepared to discuss in class.
- C. Case study worksheets focusing on acute and chronic conditions
- D. Written reflections on patient care, safety, and culturally responsive practice
- E. Write a nursing process case study for a client with a medical or surgical disorder. Include a description of the clinical symptoms observed and a summary of the interactions and nursing care given on the forms provided.
- F. Prepare a 10 - 15 minute oral presentation describing and comparing signs and symptoms of a client's disease with symptoms outlined in the text and analyze the client's reaction to the disease or disability on the forms provided.
- G. Participation in group discussions or collaborative problem-solving activities
- H. Short written responses or concept maps related to anatomy, physiology, and nursing care
- I. Practice questions (NCLEX-style) to reinforce clinical reasoning and test-taking skills

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written examinations (multiple-choice, NCLEX-style, short answer) to assess knowledge, application, and analysis
- B. Quizzes to reinforce key medical-surgical and nursing concepts
- C. Case study analysis to evaluate clinical reasoning and prioritization of care
- D. Scenario-based assessments to measure application of nursing interventions
- E. Participation in discussions and group activities to assess engagement and understanding
- F. Written assignments or reflections to evaluate integration of theory, professionalism, and patient-centered care

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Required textbook(s) covering foundational psychiatric technology, mental health, and basic nursing concepts
- Instructor-provided handouts, case studies, and course materials
- Access to a computer or mobile device with internet capability for course resources and assignments
- Learning management system (LMS) access (e.g., Canvas)
- Basic supplies for note-taking and coursework (notebook, writing tools)

Essential College Facilities:

- Standard classroom equipped with multimedia capabilities (computer, projector, audio/visual equipment)
- Access to a learning management system (e.g., Canvas) for course delivery and communication
- Simulation lab and/or skills lab access for demonstration purposes (as applicable)
- Library resources, including access to nursing and health science databases
- Quiet study areas to support individual and group learning

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Rosdahl. C. B.	Rosdahl's Textbook of Basic	Lippincott	2021 / 12th	978-1975171339

Nursing				
Ford, S. M.	Introductory Clinical Pharmacology	Lippincott, Williams and Wilkins (LWW)	2022 / 12th	978-1975163730
Venes, D.	Taber's Cyclopedic Medical Dictionary	F. A. Davis	2025 / 25th	978-1719650670
Vallerand, A. H., Sanoski, C. A.	Davis's Drug Guide for Nurses	F. A. Davis	2024 / 19th	978-1719650038
Suggested Reading List				
No Value				

Learning Outcomes
Course Objectives
Describe and discuss common adult, pediatric and geriatric disease processes of physiological systems.
Identify and describe basic nursing care skills and treatments for medical and surgical clients with common physiological diseases
List and discuss the stages of death and dying and describe common emotional reactions of terminally ill clients to loss
Identify and manage common acute and chronic health conditions within the Psychiatric Technician scope of practice.
Discuss culturally responsive and inclusive care for diverse populations, including LGBTQ+ and ethnically diverse communities.
Explain legal and ethical considerations related to patient care.
Recognize and describe the role of the interdisciplinary team in supporting patient outcomes.
CSLOs

Apply principles of anatomy, physiology, and pharmacology to the care of patients with common acute and chronic conditions within the psychiatric technician scope of practice evidenced by completing reflections from the clinical setting showing whole person care, and not just focusing upon mental health issues.

Expected SLO Performance: 1

Outline

Course Outline

- A. Describe and discuss common adult, pediatric and geriatric disease processes of physiological systems.
 - 1. Cardiovascular diseases
 - 2. Gastrointestinal diseases
 - 3. Musculoskeletal diseases
 - 4. Urinary and Digestive diseases
 - 5. Integumentary diseases
 - 6. Metabolic diseases
 - 7. Reproductive diseases
 - 8. Endocrine diseases
 - 9. Respiratory diseases
 - 10. Neurological diseases
 - 11. Immune diseases
- B. Identify and describe basic nursing care skills and treatments for medical and surgical clients with common physiological diseases
 - 1. Definition and pathophysiology
 - 2. Signs and symptoms
 - 3. Diagnostic tests and procedures
 - 4. Treatments
 - 5. Rehabilitation
- C. List and discuss the stages of death and dying and describe common emotional reactions of terminally ill clients to loss
 - 1. Definition of loss
 - 2. Stages of death and dying
 - 3. The grieving process
 - 4. Crisis interventions
- D. identify and manage common acute and chronic health conditions within the Psychiatric Technician scope of practice.
 - 1. Physical assessment
 - 2. Interventions
 - a. Medication administration
 - b. Nursing skills / procedures
 - c. Therapeutic communication
 - 3. Evaluation of care
- E. Discuss culturally responsive and inclusive care for diverse populations, including LGBTQ+ and ethnically diverse communities.
 - 1. Examine the principles and practices of culturally responsive and inclusive care for diverse populations, with particular attention to LGBTQ+ individuals and ethnically diverse communities
 - 2. Recognizing implicit bias, and understanding how social determinants of health impact patient experiences and outcomes
 - 3. Explore strategies to create safe, affirming environments that support the physical, emotional, and psychological well-being of all individuals across diverse cultural, racial, and gender identities
- F. Explain legal and ethical considerations related to patient care.
 - 1. Examine the legal and ethical principles that guide safe, professional, and accountable patient care
 - a. patient rights
 - b. informed consent
 - c. confidentiality, and privacy
 - d. compliance with applicable healthcare laws and regulations
 - 2. Understanding scope of practice, professional standards, and the legal responsibilities of healthcare providers
 - 3. Explore ethical frameworks and decision-making models
- G. Recognize and describe the role of the interdisciplinary team in supporting patient outcomes.
 - 1. Examine the composition, roles, and responsibilities of the interdisciplinary healthcare team in promoting positive patient outcomes
 - 2. Understanding how collaboration among healthcare professionals contributes to coordinated, patient-centered care.
 - 3. Explore the impact of collaboration on clinical decision-making, care planning, and patient satisfaction
 - 4. Develop skills to function effectively as a member of an interdisciplinary team.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 4
- Lec Hrs: 4
- Lec Load: .089
- Total Load: .089
- Seat Ct: 30
- (mkct 05/20/2026)

Req/Adv

Prerequisite(s):

PTEC D101. and PTEC D101L

Corequisite(s):

PTEC D102L. Both PTEC D102. and PTEC D102L must be successfully passed together to advance within the program.

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value
Limitation(s) on Enrollment:
No Value
Limitation(s) on Enrollment - Other:
Enrollment in this course is limited to students officially admitted to the Psychiatric Technician Program or those with department approval. Due to the specialized nature of laboratory instruction, including safety requirements, equipment availability, and mandated student-to-instructor ratios, enrollment may be restricted based on available space and resources. Students must meet all program prerequisites, health and safety requirements, and comply with institutional and regulatory standards prior to participation.
Entrance Skills(s):
No Value
Entrance Skill(s) - Other:
N/A
General Course Statement(s):
No Value
General Course Statement(s) - Other:
This course requires students to demonstrate safe, ethical, and professional behavior at all times. Due to the clinical nature of psychiatric technology training, students must successfully complete all required skills competencies and meet minimum performance standards to pass the course. Students are expected to maintain confidentiality in accordance with HIPAA regulations and adhere to all applicable legal and ethical standards governing patient care. Failure to demonstrate safe practice, professional conduct, or clinical competency may result in removal from the lab/clinical setting and unsuccessful course completion. Students must demonstrate behaviors consistent with the psychiatric technician scope of practice and regulatory standards as outlined by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

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.

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.

Enrollment in PTEC 102 – Psychiatric Technology: Nursing Science requires successful completion of PTEC 101 and PTEC 101L, as these courses establish foundational knowledge, basic nursing skills, and introductory therapeutic communication necessary for student success. Additionally, concurrent enrollment in PTEC 102L (Nursing Science – Lab) is required to ensure students are able to immediately apply, analyze, and demonstrate theoretical concepts in a supervised clinical and skills-based environment. Both PTEC 102 and PTEC 102L must be successfully completed to meet program progression and competency requirements. In accordance with California Community College Title 5 regulations, a Content Review Matrix G will be completed to validate that these requisites are necessary for student success. As this structure includes both prerequisite (“AND”) and corequisite requirements, separate G-Matrices will be complete for each course (PTEC 101, PTEC 101L, and PTEC 102L) to ensure appropriate alignment of knowledge and skill acquisition.

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.

To enter the Psychiatric Technician program, students must successfully complete PTEC 101 (Introduction to Psychiatric Technology) and PTEC 101L (Introduction to Psychiatric Technology – Lab). These prerequisite courses provide foundational knowledge, basic nursing skills, safety principles, and introductory therapeutic communication necessary for success in subsequent coursework. For progression into PTEC 102 (Psychiatric Technology: Nursing Science), students must have completed both PTEC 101 and PTEC 101L and must be concurrently enrolled in PTEC 102L (Nursing Science – Lab). Both the theory and lab components must be successfully passed to continue in the program.

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.

For health and safety standards of care, students are required to have a yearly physical with labs and drug screen at their own cost. Students are required to test yearly for Hepatitis B and be fit mask tested at their own cost. Students are expected to take a Basic Life Support class and become certified every two years to remain in the program. Students will learn how to interview, interact with and care for clients admitted inpatient for mental illness. Communication is key and students are taught verbal and non-verbal cues to assess clients about to escalate into violence. Ability to monitor, medicate as needed and reassess for improvement will be important skills to learn. Teaching students to have situational awareness is key to student and client safety.

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.

Students must apply to the program, preference will be given to students already working in healthcare or military veteran students.

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 th 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
4/15/2026	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.	This is a brand new program, and needs to be board certified and initiated. At this time, I am not aware of any OER or ZTC textbooks which will satisfy licensing approval. As we begin this program, we will be looking for brand opportunities and other resources to help reduce cost for students enrolled in this program. We will also explore ZTC and OER option.
4/15/2026	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.	Yes, they do. All healthcare books do this as required by licensing. Yes, they do. The Genogram forces students to explore their own lived experiences, ethnicity, culture, religion as well as addiction or trauma as well as abuse or prejudice. These elements alter how each person views and interact with the world.
4/15/2026	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.	1) Yes 2) For writing assignments, students are given the opportunity to revise work based on instructor feedback.
4/15/2026	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.	For writing assignments, students are provided an example of previous student work which exceeds instructor expectations for them to follow.
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

4/23/26	Basic Course Information	Attachments	Required	Complete and upload a Matrix G for your PTEC 101L prerequisite and for your PTEC 102L corequisite	Y
4/23/26	Matrix H	Objective 1	Required	Please Complete for your limitation on enrollment	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/30/26	Matrix H		Required	Mirror what we did for PTEC 101	Y
4/30/26	Matrix G Bio		Required	Remove this File	Y
4/30/26	Matrix G PTEC 102L		Required	You submitted a file for PTEC 102 as a corequisite for PTEC 102L. You need to submit a file for PTEC 102L as a prerequisite for PTEC 102	Y
5/4/26	Matrix G		Required	None of the matrix G's match the requisites for this course	
5/7/26	Matrix G		Required	You need a matrix G with left column PTEC 101 and right column PTEC 102 You need a matrix G with left column PTEC 101L and right column PTEC 102	

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

e	Tab	Part - Field	Type of Edit	Edit
5/10/2026	Learning Outcomes	CSLO #2	Required	Students should demonstrate knowledge retention of course materials demonstrated by act b91c-3d4076db3f241774461760492&viewType=step&fromUrl=https%3A%2F%2Fdeanza.elumena review-filters) Learning outcomes need to begin with a Bloom's taxonomy verb and not with the words "students v Demonstrate retention of course materials. OR Maybe delete and have only the first CSLO since it seems to cover course materials.

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)
06/16/2026
Hybrid Approval Date (MM/DD/YYYY)
No Value
Curriculum Office Notes
No Value

Course Outline of Record Report

05/20/2026

PTECD102L : Psychiatric Technology: Nursing Science Lab

General Information

Faculty Initiator:	Melissa Sherman
Attachments:	ReqAdv_G_PTEC_102L_2027F_1.pdf ReqAdv_G_PTEC_102L_2027F_2.pdf ReqAdv_G_PTEC_102L_2027F_3.pdf
Course ID (CB01A and CB01B) :	PTECD102L
Short Course Title:	No value
Course Title (CB02) :	Psychiatric Technology: Nursing Science Lab
Department:	PTEC - Psychiatric Technologies
Effective Term:	Fall 2027
TOP Code (CB03) :	(1261.00) *Community Health Care Worker
CIP Code:	(51.1502) Psychiatric/Mental Health Services Technician.
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	06/16/2026
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This laboratory course is the second in a four-term Psychiatric Technician program and provides hands-on application of foundational medical-surgical nursing concepts across the lifespan. Students will build upon prior knowledge to apply, analyze, and demonstrate principles of anatomy, physiology, pharmacology, and nursing care in the management of common acute and chronic conditions. Emphasis is placed on clinical skills, patient safety, infection control, therapeutic communication, and culturally responsive care in diverse healthcare settings. Through simulation and supervised clinical experiences, students will demonstrate, evaluate, and prioritize nursing interventions that support holistic, patient-centered outcomes. The course prepares students to deliver competent, ethical, and inclusive care within the Psychiatric Technician scope of practice. This is where skill meets reality—where students move from knowing to doing, delivering safe, confident, and compassionate care when it matters most.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Psychiatric Technician
Discipline 2:	• Nursing
Discipline 3:	• - AND - • Title 16 Section 2584
FSA:	• FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course belongs on the Psychiatric Technician AS degree. This lab course enables students to apply, analyze, and demonstrate essential medical surgical nursing skills required by the California Board of Vocational Nursing and Psychiatric Technicians. Addressing workforce needs identified by the Employment Development Department, students gain hands-on experience delivering safe, inclusive, and culturally responsive care to diverse populations, including LGBTQ+ and ethnically diverse communities, ensuring clinical readiness across California healthcare settings.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

This lab is grounded in the belief that clinical competence is developed through hands-on practice, reflection, and application. Students progress through Bloom's Taxonomy by applying, analyzing, and demonstrating nursing skills in simulated and clinical environments. Emphasis is placed on safety, accountability, and culturally responsive care for diverse populations, including LGBTQ+ and ethnically diverse communities. Students are guided to think critically, act ethically, and provide compassionate, patient-centered care. We don't just teach skills—we develop clinicians who perform with confidence, think under pressure, and care with purpose.

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 lab course integrates diversity, equity, and inclusion by preparing students to apply, analyze, and demonstrate nursing skills that are culturally responsive, trauma-informed, and patient-centered. Simulation scenarios and clinical experiences reflect diverse populations, including varied ethnic, socioeconomic, disability, and LGBTQ+ communities. Students are guided to recognize implicit bias, communicate respectfully, and deliver equitable care that promotes dignity, access, and improved health outcomes across all healthcare settings. This lab develops clinicians who turn equity into action—demonstrating inclusive, respectful care while reducing bias and improving outcomes for every patient.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

Psychiatric Technician (In Development)

Associate in Science (A.S.) Degree

Fall 2027

Psychiatric Technician (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2027

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	6.5
Maximum Credit Units	6.5
Total Course In-Class (Contact) Hours	240
Total Course Out-of-Class Hours	0
Total Student Learning Hours	240

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	0	0
Laboratory Hours	20	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	240
NA	0
Total	240
Course Out-of-Class Hours	
Lecture	0
Laboratory	0

NA	0
Total	0

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	Demonstration and Return Demonstration: Instructor modeling of nursing skills followed by student performance for competency validation Skills Lab Practice: Supervised, repetitive practice of medical-surgical and psychiatric technician skills Simulation-Based Learning: Realistic patient care scenarios to apply clinical reasoning, safety, and interventions Case-Based Learning: Application of nursing concepts to patient-centered scenarios Role-Playing Activities: Practice of therapeutic communication and patient interaction Guided Clinical Decision-Making: Faculty-facilitated activities to develop prioritization and judgment Collaborative Learning: Team-based activities to strengthen communication and coordination of care Reflective Debriefing: Structured reflection following simulations to reinforce learning and improve performance Instructor Feedback and Coaching: Ongoing formative evaluation to support skill development and remediation These methods promote integration of theory into practice, ensuring students are prepared to deliver safe, competent, and patient-centered care.

Assignments

- A. Skills Check-Offs: Demonstration and validation of required nursing skills (e.g., vital signs, basic care procedures, safety techniques)
- B. Return Demonstrations: Student performance of instructor-modeled skills for competency verification
- C. Simulation Scenarios: Participation in structured patient care simulations requiring application of clinical reasoning and interventions
- D. Case Study Applications: Analysis and application of nursing concepts to patient-centered scenarios
- E. Role-Play Exercises: Practice of therapeutic communication and patient interaction skills
- F. Care Planning Activities (Introductory): Development of basic care approaches based on patient needs
- G. Documentation Practice: Completion of simple, accurate patient records and observations
- H. Reflective Journals: Written reflections on skill performance, clinical reasoning, and personal growth

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Student performance will be evaluated using competency-based and performance-driven measures to ensure safe and effective clinical skill development:

- **Skills Competency Check-Offs:** Evaluation of required nursing skills using standardized rubrics (pass/fail or points-based)
- **Return Demonstrations:** Assessment of accuracy, technique, and adherence to safety protocols
- **Simulation Performance:** Evaluation of clinical reasoning, prioritization, communication, and patient safety during lab scenarios
- **Case Study Analysis:** Assessment of application of knowledge to patient-centered situations
- **Documentation Accuracy:** Evaluation of clarity, completeness, and correctness in recording patient information
- **Participation and Engagement:** Active involvement in lab activities, teamwork, and preparedness
- **Professional Behavior:** Ongoing assessment of accountability, communication, respect, and adherence to ethical and safety standards
- **Reflective Assignments:** Evaluation of insight, critical thinking, and ability to integrate feedback into practice

Students must demonstrate competency in all required skills to successfully pass the course. Emphasis is placed on safe practice, accuracy, and readiness for clinical application.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Students are required to have access to the following materials to support safe and effective participation in lab activities:
- Approved program uniform and appropriate footwear
- Student ID badge
- Basic clinical supplies (e.g., stethoscope, watch with second hand, penlight, notebook)
- Course-required textbook(s) and/or digital learning resources
- Access to a computer or tablet with internet capability for assignments and learning modules
- Skills check-off packet or lab manual (print or digital)
- Personal protective equipment (PPE) as required (may be provided by program)

Essential College Facilities:

- Skills laboratory equipped with hospital beds, mannequins, and simulation equipment
- Simulation lab or designated practice space for role-play and scenario-based learning
- Audio-visual equipment to support demonstrations and instructional content
- Secure storage areas for equipment and student belongings
- Access to handwashing stations and infection control supplies
- Faculty supervision and support staff to ensure safe instruction and skill validation
- Arrange various clinical site rotations to enhance student learning
- These materials and facilities are essential to support hands-on learning, skill acquisition, and preparation for clinical practice.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN

Rosdahl, C. B.	Rosdahl's Textbook of Basic Nursing	Lippincott	2021 / 12th	978-1975171339
Ford, S. M.	Introductory Clinical Pharmacology	Lippincott	2022 / 12th	978-1975163730
Venes, D.	Taber's Cyclopedic Medical Dictionary	F. A. Davis	2025 / 25th	978-1719650670
Vallerand, A. H., Sanoski, C. A.	Davis's Drug Guide for Nurses	F. A. Davis	2024 / 19th	978-1719650038
Suggested Reading List No Value				

Learning Outcomes
Course Objectives
Execute basic patient assessments and accurately report findings using appropriate clinical communication.
Demonstrate foundational psychiatric technician skills safely and accurately in a lab and clinical setting
Demonstrate therapeutic communication techniques while providing patient-centered care across diverse populations, including LGBTQ+ and ethnically diverse communities.
Demonstrate safe and effective medical-surgical nursing skills, including infection control, vital signs, and basic patient care, within the Psychiatric Technician scope of practice.
Adhere to legal, ethical, and professional standards while performing nursing skills in lab and clinical environments. by receiving and acceptable evaluation from the clinical instructor.
CSLOs
Demonstrate therapeutic communication techniques while providing patient-centered care across diverse populations, including LGBTQ+ and ethnically diverse communities. Expected SLO Performance: 1

Perform basic patient assessments and accurately report findings using appropriate clinical communication.	Expected SLO Performance: 1
Demonstrate foundational psychiatric technician skills safely and accurately in a lab and clinical setting	Expected SLO Performance: 1
Demonstrate safe and effective medical-surgical nursing skills, including infection control, vital signs, and basic patient care, within the Psychiatric Technician scope of practice.	Expected SLO Performance: 1
Adhere to legal, ethical, and professional standards while performing nursing skills in lab and clinical environments. by receiving and acceptable evaluation from the clinical instructor.	Expected SLO Performance: 1

Outline

Course Outline

- A. Execute basic patient assessments and accurately report findings using appropriate clinical communication.
 1. perform basic patient assessments using established clinical techniques, including the collection of subjective and objective data
 2. measure and document vital signs, conducting focused physical assessments, and recognizing normal versus abnormal findings
 3. develop skills in accurately recording and reporting assessment data using appropriate clinical communication methods
 4. demonstrate through safe and accurate assessment practices and effective communication of findings in both simulated and clinical settings, ensuring continuity of care and supporting informed clinical decision-making
- B. Demonstrate foundational psychiatric technician skills safely and accurately in a lab and clinical setting
 1. demonstrate basic psychiatric technician skills using proper techniques in a skills laboratory setting.
 2. Apply standard precautions, infection control practices, and safety protocols consistently
 3. Utilize therapeutic communication techniques when interacting with clients, families, and healthcare team members.
 4. Accurately document care and report observations in a timely and professional manner.
- C. Demonstrate therapeutic communication techniques while providing patient-centered care across diverse populations, including LGBTQ+ and ethnically diverse communities.
 1. Demonstrate the use of therapeutic communication techniques, including active listening, empathy, reflection, and clarification.
 2. Provide inclusive, respectful care to LGBTQ+ individuals, including the use of appropriate language, pronouns, and awareness of unique health disparities.
 3. Recognize the impact of culture, identity, bias, and stigma on communication and patient care.
 4. Establish and maintain professional boundaries while fostering trust and rapport.
 5. Utilize trauma-informed and patient-centered approaches in all interactions.
- D. Demonstrate safe and effective medical-surgical nursing skills, including infection control, vital signs, and basic patient care, within the Psychiatric Technician scope of practice.
 1. Demonstrate safe and effective medical-surgical nursing skills within the Psychiatric Technician scope of practice in both simulated and clinical settings.
 2. Perform essential skills such as measuring and documenting vital signs, assisting with activities of daily living, maintaining patient hygiene and comfort, and supporting basic therapeutic interventions
 3. Demonstrate through accurate skill performance, adherence to professional standards, and the ability to provide safe, compassionate and patient-centered care in alignment with scope of practice requirements.
- E. Adhere to legal, ethical, and professional standards while performing nursing skills in lab and clinical environments. by receiving and acceptable evaluation from the clinical instructor.
 1. Perform standardized protocols to prevent healthcare-associated infections and maintain a sterile environment.
 2. Accurately collect and interpret physiological data to identify clinical deterioration in psychiatric patients.
 3. Provide dignified, safe assistance with activities of daily living (ADLs) while maintaining therapeutic boundaries.
 4. Perform all nursing duties within the regulatory framework of the Psychiatric Technician license.

Lab Outline

Skills Competency Checklist (Return Demonstration Required):

Students must demonstrate competency in:

- Hand hygiene and PPE use
- Vital signs measurement (T, P, R, BP)
- Patient identification and safety checks
- Assisting with ADLs (hygiene, mobility, feeding)
- Patient positioning and fall prevention

- Therapeutic communication during care
- Basic assessment and reporting findings
- Intake and output monitoring
- Range of motion exercises
- Medication safety awareness (rights, observation/reporting)
- Documentation basics

Methods of Evaluation (Lab):

- Skills check-off / return demonstrations (pass/fail or rubric-based)
- Instructor observation of clinical performance
- Simulation performance evaluations
- Clinical paperwork (assessment sheets, documentation)
- Participation and professionalism in lab/clinical settings

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: 6.5
- Lab Hrs: 20
- Lab Load: .317
- Total Load: .317
- Seat Ct: 30
- (mkct 05/20/2026)

Req/Adv

Prerequisite(s):

PTEC D101. and PTEC D101L

Corequisite(s):

PTEC D102. Both PTEC D102. and PTEC D102L must be successfully passed together to advance within the program.

Advisory(ies):

No Value
Advisory(ies) - Other: No Value
Limitation(s) on Enrollment: No Value
Limitation(s) on Enrollment - Other: Enrollment in this course is limited to students officially admitted to the Psychiatric Technician Program or those with department approval. Due to the specialized nature of laboratory instruction, including safety requirements, equipment availability, and mandated student-to-instructor ratios, enrollment may be restricted based on available space and resources. Students must meet all program prerequisites, health and safety requirements, and comply with institutional and regulatory standards prior to participation.
Entrance Skills(s): No Value
Entrance Skill(s) - Other: No Value
General Course Statement(s): No Value
General Course Statement(s) - Other: This course requires students to demonstrate safe, ethical, and professional behavior at all times. Due to the clinical nature of psychiatric technology training, students must successfully complete all required skills competencies and meet minimum performance standards to pass the course. Students are expected to maintain confidentiality in accordance with HIPAA regulations and adhere to all applicable legal and ethical standards governing patient care. Failure to demonstrate safe practice, professional conduct, or clinical competency may result in removal from the lab/clinical setting and unsuccessful course completion. Students must demonstrate behavior consistent with the psychiatric technician scope of practice and regulatory standards as outlined by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

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.

Students must have successfully completed PTEC 101, and PTEC 101L with a grade of Pass or “C” or better prior to enrollment in PTEC 103L. These courses are required to ensure students have the foundational knowledge, clinical skills, and safety competencies necessary to engage in behavioral science analysis and patient care. Concurrent enrollment in PTEC 102 is required to provide students with the opportunity to apply theoretical concepts in a supervised lab/clinical setting, reinforcing skill development, critical thinking, and safe practice.

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.

Prerequisites for Program Entry The following courses are required to ensure students are prepared for the academic rigor and clinical expectations of the Psychiatric Technician program: MATH B114 – Intermediate Algebra ENGL 1A – Composition and Reading or ESL 5 - Advanced Composition and Reading BIOL 40A, 40B, 40C – Anatomy and Physiology (sequence) PSYC 1 – General Psychology PSYC 14 – Developmental Psychology (lifespan: infancy through older adulthood) Rationale These prerequisites provide essential foundational knowledge and skills necessary for student success in a CTE healthcare program. Mathematics supports accuracy and problem-solving; English/ESL ensures effective communication and comprehension; Anatomy and Physiology establish biological and clinical understanding; and Psychology courses develop insight into human behavior and development across the lifespan. Together, these courses prepare students to analyze, apply, and integrate knowledge in both classroom and clinical settings, supporting safe, competent, and culturally responsive care.

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.

For health and safety standards of care, students are required to have a yearly physical with labs and drug screen at their own cost. Students are required to test yearly for Hepatitis B and be fit mask tested at their own cost. Students are expected to take a Basic Life Support class and become certified every two years to remain in the program. Students will learn how to interview, interact with and care for clients admitted inpatient for mental illness. Communication is key and students are taught verbal and non-verbal cues to assess clients about to escalate into violence. Ability to monitor, medicate as needed and reassess for improvement will be important skills to learn. Teaching students to have situational awareness is key to student and client safety.

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.

Students must apply to the program, preference will be given to students already working in healthcare or military veteran students.

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 th 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
4/15/2026	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.	This is a brand-new program and needs to be board certified and initiated. At this time, I am not aware of any OER or ZTC textbooks which will satisfy licensing approval. As we begin this program, we will be looking for brand opportunities and other resources to help reduce cost for students enrolled in this program. We will also explore ZTC and OER option.
4/15/2026	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.	Yes, they do. All healthcare books do this as required by licensing. Yes, they do. The Genogram forces students to explore their own lived experiences, ethnicity, culture, religion as well as addiction or trauma as well as abuse or prejudice. These elements alter how each person views and interact with the world.
4/15/2026	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? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	1) Yes 2) For writing assignments, students are given the opportunity to revise work based on instructor feedback.
4/15/2026	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.	For writing assignments, students are provided an example of previous student work which exceeds instructor expectations for them to follow.
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
D ate	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

4/23/26	Basic Course Information	Attachments	Required	Complete and upload a matrix G for each of your prerequisites PTEC 101 and PTEC 101L	Y
4/23/26	Matrix G	PTEC 102	Required	the material in the left hand column can only come from the top level objectives for the course	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/2/26	Req/ Adv	Limitation on Enrollment - Other	Required	Include the requirement of admission to your program to match your Matrix H	Y
				Remove Matrix G for bio advisory for PTEC 101	Y
5/2/26	Matrix G		Required	Remove Matrix G for PTEC 101 corequisite for PTEC 101L	Y
				Remove Matrix G for PTEC 101 prerequisite for PTEC 102	Y
5/2/26	Matrix G		Required	Complete and upload Matrix G for PTEC 101 prerequisite for PTEC 102L	Y
				Complete and upload Matrix G for PTEC 101L prerequisite for PTEC 102L	Y
5/4/26	Matrix G		Required	None of the matrix G's submitted match the requisites for the course	
5/7/26	Matrix G		Required	You need a matrix G with left column PTEC 101 and right column PTEC 102L	
				You need a matrix G with left column PTEC 101L and right column PTEC 102L	

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
5/10/2026	Learning Outcomes	CSLO #1	Suggested	Split into two learning outcomes: Perform basic patient assessments and accurately report findings using appropriate clinical communication. Demonstrate foundational psychiatric technician skills safely and accurately in a lab and clinical setting	Y
5/10/2026	Learning Outcomes	CSLO #3	Suggested	Split into two learning outcomes and correct spelling error: Demonstrate safe and effective medical-surgical nursing skills, including infection control, vital signs, and basic patient care, within the Psychiatric Technician scope of practice. Adhere to legal, ethical, and professional standards while performing nursing skills in lab and clinical environments. by receiving and acceptable evaluation from the clinical instructor.	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

PTECD103. : Psychiatric Technology: Behavioral Science

General Information	
Faculty Initiator:	• Melissa Sherman
Attachments:	ReqAdv_G_PTEC_103_2027_1.pdf ReqAdv_G_PTEC_103_2027_2.pdf ReqAdv_G_PTEC_103_2027_3.pdf Online_PTEC_103_2027F.pdf
Course ID (CB01A and CB01B) :	PTECD103.
Short Course Title:	No value
Course Title (CB02) :	Psychiatric Technology: Behavioral Science
Department:	PTEC - Psychiatric Technologies
Effective Term:	Fall 2027
TOP Code (CB03) :	(1261.00) *Community Health Care Worker
CIP Code:	(51.1502) Psychiatric/Mental Health Services Technician.
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	06/16/2026
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This third-course sequence advances students' ability to analyze, apply, and evaluate behavioral science principles in psychiatric and developmental care settings. Emphasis is placed on therapeutic communication, behavior modification, crisis intervention, and culturally responsive care across diverse populations. Students will integrate theory with practice to support patient-centered outcomes and interdisciplinary collaboration. Not just understanding behavior—transforming care through insight, empathy, and action.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements	
Discipline 1:	• Psychiatric Technician
Discipline 2:	• Nursing

Discipline 3:

- - AND -
- Title 16 Section 2584

FSA:

- FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This course belongs on the Psychiatric Technician AS degree. This course is essential in preparing students to apply, analyze, and evaluate behavioral science principles required for safe, effective psychiatric technician practice. As the third course in the sequence, it bridges foundational knowledge and advanced clinical application, emphasizing therapeutic communication, behavior modification, and crisis intervention across diverse populations. Aligned with California Board of Vocational Nursing and Psychiatric Technicians standards, this course supports workforce readiness in mental health developmental disability, and correctional settings. It addresses increasing regional demand for skilled psychiatric technicians and promotes culturally responsive, evidence-based care to improve patient outcomes and reduce healthcare disparities.

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

No Value

Course Philosophy**Course Philosophy**

This course is grounded in the belief that effective psychiatric care requires the integration of knowledge, critical thinking, and human connection. Students are guided to apply, analyze, and evaluate behavioral science principles while developing therapeutic communication, cultural humility, and ethical decision-making. Learning is student-centered and experiential, promoting reflection, accountability, and growth across diverse populations. Care is not just delivered—it is understood, adapted, and humanized.

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 intentionally integrates diversity, equity, and inclusion by preparing students to recognize, analyze, and respond to the impact of culture, identity, socioeconomic status, disability, gender identity, and sexual orientation on mental health and care delivery. Students will apply culturally responsive communication, evaluate implicit bias, and adapt interventions to promote equitable outcomes across diverse populations. Content reflects varied lived experiences and emphasizes trauma-informed, inclusive practices to reduce disparities and improve access to care. Equity in care is not optional—it is essential, measurable, and practiced.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

Psychiatric Technician (In Development)

Associate in Science (A.S.) Degree

Fall 2027

Psychiatric Technician (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2027

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	4.5
Maximum Credit Units	4.5
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4.5	9
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	54
Laboratory	0
NA	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0

NA	0
Total	108

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 guided discussion to present behavioral science concepts and psychiatric conditions Multimedia presentations to support understanding of psychological theories and human behavior Case studies and scenario-based learning to promote analysis, application, and clinical reasoning Small group discussions to encourage collaboration and exploration of diverse perspectives Role-play activities to practice therapeutic communication and behavioral interventions Instructor-led modeling of therapeutic interactions and behavioral management techniques Simulation-based learning (as applicable) to reinforce real-world application Reflective exercises to promote self-awareness, empathy, and professional growth Question-and-answer sessions to assess understanding and clarify complex concepts

Assignments
A. Assigned readings from behavioral science and psychiatric nursing texts B. Case study analyses examining mental health disorders, patient behaviors, and appropriate interventions C. Written reflections on therapeutic communication, patient interactions, and self-awareness D. Participation in structured group discussions exploring psychological theories and diverse perspectives E. Role-play exercises demonstrating therapeutic communication and behavioral management strategies F. Short written responses or worksheets on key concepts (e.g., defense mechanisms, stages of development, coping strategies) G. Concept maps connecting behavioral theories to patient care applications H. Practice questions (NCLEX-style) to strengthen clinical reasoning and test-taking skills

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	A. Written examinations (multiple-choice, NCLEX-style, short answer) to assess knowledge, application, and analysis of behavioral science concepts B. Quizzes to reinforce understanding of psychological theories, mental health conditions, and key terminology C. Case study analyses to evaluate critical thinking, clinical reasoning, and application of behavioral interventions D. Research a psychiatric diagnosis and write a one page report

and discuss in class.

- E. Complete a familial Genogram evaluating three generations to analyze lived experiences upon view of the world.
- F. Study anxiety, write a one page report and discuss in class.
- G. Scenario-based assessments to measure application of communication and behavioral management strategies
- H. Written assignments or reflections to assess insight, self-awareness, and integration of course concepts
- I. Participation in class discussions and group activities to evaluate engagement and understanding of diverse perspectives: Oral presentation on a psychiatric disorder, e.g. Schizophrenia, describing clinical symptoms and contrasting different treatment modalities.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Required textbook(s) covering foundational psychiatric technology, mental health, and basic nursing concepts
- Instructor-provided handouts, case studies, and course materials
- Access to a computer or mobile device with internet capability for course resources and assignments
- Learning management system (LMS) access (e.g., Canvas)
- Basic supplies for note-taking and coursework (notebook, writing tools)

Essential College Facilities:

- Standard classroom equipped with multimedia capabilities (computer, projector, audio/visual equipment)
- Access to a learning management system (e.g., Canvas) for course delivery and communication
- Simulation lab and/or skills lab access for demonstration purposes (as applicable)
- Library resources, including access to nursing and health science databases
- Quiet study areas to support individual and group learning

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Varcarolis, E. and Fosbre, C.D.	Varcarolis' Essentials of Psychiatric/Mental Health Nursing: A Communication Approach to Evidence-based Care	Elsevier	2023 / 5th	978-0323810302
Rosdahl, C.,	Textbook of Basic Nursing	Lippincott Williams & Wilkins (LWW) / Wolters Kluwer	2021 / 12th	978-1975171339
Venes, D.	Taber's Cyclopedic Medical Dictionary	F. A. Davis	2025 / 25th	978-1719650670
Valllerand, A. H., Sanoski, C. A.	Davis's Drug Guide for Nurses	F. A. Davis	2024 / 19th	978-1719650038

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Summarize and discuss the history of mental illness, community mental health services, and the Mental Health Act and disparities

Discuss the relationship between psychological, social, and neurological dysfunction and mental illness

Define and describe defense mechanisms and the self-awareness window

Define and discuss the relationship of anxiety, stress, phobias, emotional and physical illness

Apply mental health theory, Nursing Process, and principles of therapeutic communication, pharmacology, and basic nursing skills to the care of mentally ill clients

Compare and contrast the causes, diagnostic tests, clinical symptoms and treatments of the following psychiatric mental disorders: Schizophrenia, Affective, Personality, Somatoform, Childhood Psychosis, Eating Disorders and issues surrounding sleep

Describe and compare different types of groups and leadership styles used in Group Process

Discuss and demonstrate professional ethics as it relates to the role of the Psychiatric Technician

CSLOs

Differentiate major mental health disorders, developmental stages, and behavioral responses across the lifespan. Expected SLO Performance: 1

Demonstrate understanding of ethical, legal, and professional standards in behavioral health care settings. Expected SLO Performance: 1

Apply therapeutic communication techniques and behavioral interventions appropriate to diverse patient populations.
Expected SLO Performance: 1

Outline

Course Outline

- A. Summarize and discuss the History of mental illness, community mental health services, and the Mental Health Act and disparities
 - 1. Historical perspective of mental illness
 - 2. Mental Health Act
 - a. Involuntary admission
 - b. Client rights
 - c. Writs
 - d. Types of commitments
 - e. Welfare and institution code
 - 3. Community Mental Health Center services
 - a. Pre and Post care
 - b. Diagnostic tests
 - c. Basic services
 - d. Education
 - 4. Mental health disparities to aggrieved communities
 - a. Native Americans and Indigenous groups
 - b. Black and African Americans
 - c. Chicano/a and Latino/a/x Americans
 - d. Asian Americans
 - e. Pacific Islander Americans
 - f. Immigrant populations
- B. Discuss the relationship between psychological, social, and neurological dysfunction and mental illness.
 - 1. Psychosocial dysfunction
 - a. Drug and alcohol dependency and abuse
 - b. Family dysfunction and abuse.
 - 2. Neurological dysfunction
 - a. Altered neurotransmitters
 - b. Altered brain chemistry
 - 3. Human sexuality: functional versus dysfunctional
 - 4. Sleep disorders
 - 5. Addiction
- C. Define and describe defense counsel and the self-awareness window
 - 1. Defense mechanisms
 - a. Types used by mentally ill versus mentally healthy individuals
 - b. Definitions
 - c. Examples
 - 2. Self Awareness
 - a. The Johari Window of Self Awareness
 - b. Tools to increase self-awareness
- D. Define and discuss the relationship anxiety, stress, phobias, emotional and physical illness.
 - 1. Definition
 - 2. Clinical symptoms
 - 3. Relationship to emotional or physical illness
 - 4. Treatments
- E. Apply mental health theory, nursing process, and principals of therapeutic communication, pharmacology and basic nursing skills to the care of mentally ill clients
 - 1. Types
 - 2. Actions
 - 3. Side effects
 - 4. Client teaching
 - 5. Nursing interventions and administration techniques
- F. Compare and contrast the causes, diagnostic tests, clinical symptoms and treatments of the following psychiatric mental disorders: Schizophrenia, Affective, Personality, Somatoform, Childhood Psychosis, Eating Disorders and issues surrounding sleep
 - 1. Mental disorders classifications
 - a. DSM-V
 - b. Description of classification system
 - c. Types
 - 2. Schizophrenia
 - a. Causes
 - b. Diagnostic tests
 - c. Clinical symptoms

- d. Treatments
- 3. Affective disorders
 - a. Causes
 - b. Diagnostic tests
 - c. Clinical symptoms
 - d. Treatments
- 4. Personality disorders
 - a. Causes
 - b. Diagnostic tests
 - c. Clinical symptoms
 - d. Treatments
- 5. Somatoform disorders
 - a. Causes
 - b. Diagnostic tests
 - c. Clinical symptoms
 - d. Treatments
- 6. Childhood disorders
 - a. Causes
 - b. Diagnostic tests
 - c. Clinical symptoms
 - d. Treatments
- 7. Eating disorders
 - a. Causes
 - b. Diagnostic tests
 - c. Clinical symptoms
 - d. Treatments
- 8. Sleep disorders and mental illness
 - a. Definition
 - b. Prevalence
 - c. Causes
 - d. Types
 - e. Treatments
- G. Describe and compare different types of groups and leadership styles used in Group Process
 - 1. Terms used in group process
 - 2. Stages
 - a. Initiation
 - b. Confrontation
 - c. Cohesion
 - d. Working stage
 - e. Termination
 - 3. Types of groups
 - a. Support groups
 - b. Growth groups
 - c. Psychotherapy
 - d. Psychoanalysis
 - 1. Client-centered
 - 2. Psychodramas
 - 3. Reality orientation versus Rational Emotive Behavior
 - 4. Other
 - 4. Leadership Styles
- H. Discuss and demonstrate professional ethics as it relates to the role of the Psychiatric Technician
 - 1. Rules and standards
 - 2. Board of Vocational Nursing and Psychiatric Technician Regulations

Blue Form

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

negotiated values.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 4.5
- Lec Hrs: 4.5
- Lec Load: .100
- Total Load: .100
- Seat Ct: 30
- (mkct 05/20/2026)

Req/Adv

Prerequisite(s):

PTEC D102. and PTEC D102L

Corequisite(s):

PTEC D103L. Both PTEC D103. and PTEC D103L must be successfully passed together to advance within the program.

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Enrollment in this course is limited to students officially admitted to the Psychiatric Technician Program or those with department approval. Due to the specialized nature of laboratory instruction, including safety requirements, equipment availability, and mandated student-to-instructor ratios, enrollment may be restricted based on available space and resources. Students must meet all program prerequisites, health and safety requirements, and comply with institutional and regulatory standards prior to participation.

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

This course requires students to demonstrate safe, ethical, and professional behavior at all times. Due to the clinical nature of psychiatric technology training, students must successfully complete all required skills competencies and meet minimum performance standards to pass the course. Students are expected to maintain confidentiality in accordance with HIPAA regulations and adhere to all applicable legal and ethical standards governing patient care. Failure to demonstrate safe practice, professional conduct, or clinical competency may result in removal from the lab/clinical setting and unsuccessful course completion. Students must demonstrate behaviors consistent with the psychiatric technician scope of practice and regulatory standards as outlined by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

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.

Successful completion of PTEC 102 and PTEC 102L (Nursing Science Theory and Lab) is required to ensure that students possess the foundational knowledge, clinical skills, and safety competencies necessary for entry into PTEC 103. These prerequisite courses provide essential preparation in basic nursing care, safety protocols, legal and ethical standards, and introductory behavioral health concepts. Students must demonstrate competency in communication, patient observation, documentation, and therapeutic interactions prior to advancing. PTEC 103 builds upon this foundation by requiring students to analyze behavioral responses, apply therapeutic communication techniques, and integrate behavioral science principles into patient care. Without prior successful completion of the

prerequisite coursework, students would be at risk for unsafe practice and inability to meet course objectives. Concurrent enrollment in PTEC 103L is required to allow immediate application of theoretical behavioral science concepts in a supervised clinical/lab setting, reinforcing skill development, critical thinking, and safe patient care practices.

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.

Prerequisites for Program Entry The following courses are required to ensure students are prepared for the academic rigor and clinical expectations of the Psychiatric Technician program: MATH B114 – Intermediate Algebra ENGL 1A – Composition and Reading or ESL 5 – Advanced Composition and Reading BIOL 40A, 40B, 40C – Anatomy and Physiology (sequence) PSYC 1 – General Psychology PSYC 14 – Developmental Psychology (lifespan: infancy through older adulthood) Rationale These prerequisites provide essential foundational knowledge and skills necessary for student success in a CTE healthcare program. Mathematics supports accuracy and problem-solving; English/ESL ensures effective communication and comprehension; Anatomy and Physiology establish biological and clinical understanding; and Psychology courses develop insight into human behavior and development across the lifespan. Together, these courses prepare students to analyze, apply, and integrate knowledge in both classroom and clinical settings, supporting safe, competent, and culturally responsive care.

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.

For health and safety standards of care, students are required to have a yearly physical with labs and drug screen at their own cost. Students are required to test yearly for Hepatitis B and be fit mask tested at their own cost. Students are expected to take a Basic Life Support class and become certified every two years to remain in the program. Students will learn how to interview, interact with and care for clients admitted inpatient for mental illness. Communication is key and students are taught verbal and non-verbal cues to assess clients about to escalate into violence. Ability to monitor, medicate as needed and reassess for improvement will be important skills to learn. Teaching students to have situational awareness is key to student and client safety.

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.

Students must apply to the program, preference will be given to students already working in healthcare or military veteran students.

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

4/15/2026 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.	This is a brand new program, and needs to be board certified and initiated. At this time I am not aware of any OER or ZTC textbooks which will satisfy licensing approval. As we begin this program, we will be looking for brand opportunities and other resources to help reduce cost for students enrolled in this program. We will also explore ZTC and OER option.
4/15/2026 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.	Yes, they do. All healthcare books do this as required by licensing. Yes they do. The Genogram forces students to explore their own lived experiences, ethnicity, culture, religion as well as addiction or trauma as well as abuse or prejudice. These elements alter how each person views and interact with the world.
4/15/2026 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.	1) Yes 2) For writing assignments, students are given the opportunity to revise work based on instructor feedback.
4/15/2026 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.	1) Yes 2) For writing assignments, students are given the opportunity to revise work based on instructor feedback.

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
4/23/26	Basic Course Information	Attachments	Required	complete and upload a separate matrix G for each of your PTEC 102L prerequisite and your PTEC 103L corequisite	Y
4/23/26	Matrix H	Objective 1	Required	please complete for your limitation on enrollment	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/30/26	Matrix H		Required	Mirror what we did for PTEC 101	Y
				Remove Matrix G for PTEC 101 as a prerequisite for PTEC 102	Y
4/30/26	Matrix G		Required	Remove Matrix G for PTEC 102 as a prerequisite for PTEC 102L	Y
				Remove duplicate Matrix G for PTEC 102 as a prerequisite for PTEC 103	Y
4/30/26	Matrix G		Required	Complete and upload Matrix G for PTEC 102L as a prerequisite for PTEC 103	Y
5/4/26	Matrix G		Required	None of the matrices you have uploaded match what you need for this course	y
5/7/26	Matrix G		Required	You need a matrix G with left column PTEC 102 and right column PTEC 103	
				You need a matrix G with left column PTEC 102L and right column PTEC 103	

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)

06/16/2026

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

PTECD103L : Psychiatric Technology: Behavioral Science Lab

General Information	
Faculty Initiator:	Melissa Sherman
Attachments:	ReqAdv_G_PTEC_103L_2027F_1.pdf ReqAdv_G_PTEC_103L_2027F_2.pdf ReqAdv_G_PTEC_103L_2027F_3.pdf
Course ID (CB01A and CB01B) :	PTECD103L
Short Course Title:	No value
Course Title (CB02) :	Psychiatric Technology: Behavioral Science Lab
Department:	PTEC - Psychiatric Technologies
Effective Term:	Fall 2027
TOP Code (CB03) :	(1261.00) *Community Health Care Worker
CIP Code:	(51.1502) Psychiatric/Mental Health Services Technician.
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	06/16/2026
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This lab course advances students' ability to apply, demonstrate, and evaluate behavioral science skills in simulated and structured clinical environments. Emphasis is placed on therapeutic communication, behavior modification techniques, and crisis intervention through hands-on practice. Students will integrate theory into skill performance while engaging diverse patient scenarios. From knowledge to action—skills that transform patient care in real time.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements	
Discipline 1:	Psychiatric Technician
Discipline 2:	Nursing
Discipline 3:	- AND -

- Title 16 Section 2584

FSA:

- FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course belongs on the Psychiatric Technician AS degree. This lab course is essential for developing the psychomotor and interpersonal competencies required for psychiatric technician practice. Students will apply, demonstrate, and evaluate behavioral interventions in controlled settings, ensuring readiness for real-world clinical demands. Aligned with California Board of Vocational Nursing and Psychiatric Technicians standards, this course strengthens workforce preparedness and supports safe, culturally responsive, and effective patient care across psychiatric and developmental settings.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

This course is grounded in the belief that clinical competence develops through practice, reflection, and feedback. Students are guided to apply, demonstrate, and evaluate behavioral techniques in a safe, supportive learning environment. Emphasis is placed on therapeutic presence, cultural humility, and ethical care. Experiential learning fosters confidence, accountability, and skill mastery across diverse patient populations. Skill is not taught—it is practiced, refined, and lived.

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 embeds diversity, equity, and inclusion through simulation and skill-based practice that reflects diverse cultural, socioeconomic, and identity-based patient experiences. Students will apply inclusive communication, analyze bias in real-time interactions, and adapt care approaches to ensure equitable outcomes. Scenarios emphasize trauma-informed care, respect, and advocacy for all populations. Equity is not discussed—it is demonstrated in every interaction.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

• Letter Grade

• Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program	Award Type	Active
Psychiatric Technician (In Development)	Associate in Science (A.S.) Degree	Fall 2027
Psychiatric Technician (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2027

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	7
Maximum Credit Units	7
Total Course In-Class (Contact) Hours	252
Total Course Out-of-Class Hours	0
Total Student Learning Hours	252

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	0	0
Laboratory Hours	21	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	252
NA	0
Total	252
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0

Total

0

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	Skills check off list. Clinical instructor led visits to various sites to gain knowledge interacting with this patient population. Clinical evaluation from instructor. Post conference debriefing at the end of each clinical day. Journaling entries regarding content learned while on site. Discussion posts to clarify knowledge linking theory to content in APA 7th format citing two sources. Weekly discussion of a new medication covered in theory.

Assignments
A. Therapeutic Communication Practice (Simulation) 1. Students participate in structured role-play scenarios demonstrating therapeutic communication techniques (e.g., active listening, reflection, de-escalation). 2. Emphasis on appropriate verbal and nonverbal responses.
B. Behavioral Observation and Documentation 1. Students observe simulated or clinical patient interactions and complete objective charting using accepted behavioral health terminology. 2. Focus on accuracy, neutrality, and clinical relevance.
C. Mental Status Assessment Exercise 1. Students perform and document components of a mental status exam (appearance, mood, affect, thought process, cognition). 2. Conducted in simulation or supervised lab setting.
D. Crisis Intervention and De-escalation Scenarios 1. Students engage in guided simulations involving agitation, aggression, or emotional distress. 2. Application of safety techniques and therapeutic interventions.
E. Care Plan Development (Behavioral Focus) 1. Students develop a basic patient-centered care plan addressing identified behavioral or mental health needs. 2. Includes goals, interventions, and expected outcomes.
F. Group Process Participation 1. Students participate in mock group therapy or milieu activities. 2. Reflection on group dynamics, roles, and therapeutic effectiveness.
G. Cultural and Ethical Reflection Assignment 1. Short written or verbal reflection on cultural sensitivity, boundaries, and ethical decision-making in behavioral health settings.

H. Skills Check-Offs

1. Instructor-evaluated demonstration of required competencies:

- a. De-escalation techniques
- b. Mental status assessment
- c. Behavioral observation
- d. Therapeutic communication

I. Clinical Preparation and Participation

1. Completion of pre-clinical preparation (readings, concept review) and active participation in lab/clinical activities.

J. Incident/Behavior Analysis Case Study

1. Students analyze a patient scenario and identify triggers, behaviors, staff response, and alternative interventions.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Skills Performance Check-Offs - Instructor evaluation of student competency in therapeutic communication, behavioral observation, mental status assessment, and de-escalation techniques using standardized skills rubrics.
- B. Simulation/Role-Play Evaluation - Graded performance in structured scenarios assessing application of therapeutic communication, professionalism, safety, and critical thinking.
- C. Behavioral Observation and Documentation Review - Evaluation of student charting for accuracy, objectivity, use of appropriate terminology, and completeness.
- D. Care Plan Evaluation - Assessment of student-developed behavioral health care plans based on identified patient needs, including appropriateness of interventions and expected outcomes.
- E. Case Study/Scenario Analysis - Graded written or verbal analysis of patient situations, focusing on identification of behaviors, triggers, risks, and appropriate interventions.
- F. Group Participation and Professional Behavior - Ongoing instructor evaluation of participation in group activities, collaboration, communication skills, and adherence to professional standards.
- G. Clinical/Lab Participation and Preparedness - Evaluation of student readiness, engagement, and ability to apply concepts safely in lab/clinical settings.
- H. Reflective Assignments - Assessment of student insight into cultural competence, ethical considerations, and personal growth in behavioral health practice.
- I. Final Competency Validation - Comprehensive evaluation of required lab skills to ensure safe, entry-level practice readiness with an acceptable evaluation by clinical instructor.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Approved program uniform and appropriate footwear
- Student ID badge
- Basic clinical supplies (e.g., stethoscope, watch with second hand, penlight, notebook)
- Course-required textbook(s) and/or digital learning resources
- Access to a computer or tablet with internet capability for assignments and learning modules
- Skills check-off packet or lab manual (print or digital)
- Personal protective equipment (PPE) as required (may be provided by program)

Essential College Facilities:

- Skills laboratory equipped with hospital beds, mannequins, and simulation equipment

- Simulation lab or designated practice space for role-play and scenario-based learning
- Audio-visual equipment to support demonstrations and instructional content
- Secure storage areas for equipment and student belongings
- Access to handwashing stations and infection control supplies
- Faculty supervision and support staff to ensure safe instruction and skill validation
- Arrange various clinical site rotations to enhance student learning
- These materials and facilities are essential to support hands-on learning, skill acquisition, and preparation for clinical practice

Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Rosdahl, C. B.	Rosdahl's Textbook of Basic Nursing	Lippincott, Williams and Wilkins (LWW) / Wolters Kluwer	2021 / 12th	978-1975171339
Varcarolis, E. and Fosbre, C.D.	Varcarolis' Essentials of Psychiatric/Mental Health Nursing: A Communication Approach to Evidence-based Care	Elsevier	2023 / 5th	978-0323810302
Venes, D.	Taber's Cyclopedic Medical Dictionary	F. A. Davis	2025 / 25th	978-1719650670
Valllerand, A. H., Sanoski, C. A.	Davis's Drug Guide for Nurses	F. A. Davis	2024 / 19th	978-1719650038
Suggested Reading List				
No Value				

Learning Outcomes
Course Objectives
Demonstrate therapeutic communication techniques appropriate for patients with mental health and behavioral disorders.
Apply principles of behavioral science in simulated and supervised clinical/lab settings.
Perform accurate behavioral observations and document findings using appropriate clinical terminology.

Conduct components of a mental status assessment in a structured setting.

Implement basic crisis intervention and de-escalation techniques while maintaining patient and staff safety.

Identify maladaptive behaviors, potential triggers, and risk factors requiring intervention or reporting.

Participate effectively in therapeutic group activities and milieu settings.

Develop and contribute to patient-centered care plans addressing behavioral and mental health needs.

Demonstrate culturally competent, ethical, and professional behavior in all patient care interactions.

Integrate theory from PTEC 103 into clinical decision-making and patient care practices.

CSLOs

Perform accurate behavioral observations and document findings using appropriate clinical terminology.

Expected SLO Performance: 1

Conduct components of a mental status assessment and report findings appropriately.

Expected SLO Performance: 1

Exhibit professional, ethical, and culturally competent behavior in all lab and clinical interactions.

Expected SLO Performance: 1

Outline

Course Outline

- A. Demonstrate therapeutic communication techniques appropriate for patients with mental health and behavioral disorders.
 - 1. Principles of therapeutic communication
 - 2. Verbal and nonverbal communication techniques
 - 3. Active listening, empathy, and rapport-building
 - 4. Barriers to communication
 - 5. Professional boundaries and therapeutic use of self
- B. Apply principles of behavioral science in simulated and supervised clinical/lab settings.
 - 1. Objective vs. subjective data collection
 - 2. Behavioral descriptors and terminology
 - 3. Documentation standards in behavioral health
 - 4. Reporting significant changes in patient condition
- C. Conduct components of a mental status assessment in a structured setting
 - 1. Components of the mental status exam
 - a. Appearance and behavior
 - b. Mood and affect
 - c. Thought process and content

- d. Cognition and orientation
 - 2. Documentation and reporting of findings
- D. Implement basic crisis intervention and de-escalation techniques while maintaining patient and staff safety.
 - 1. Recognition of escalating behaviors
 - 2. Verbal de-escalation techniques
 - 3. Safety awareness and risk reduction
 - 4. Introduction to crisis prevention strategies
 - 5. Maintaining personal and patient safety
- E. Demonstrate culturally competent, ethical, and professional behavior in all patient care interactions.
 - 1. Identification of maladaptive behaviors
 - 2. Triggers and environmental influences
 - 3. Therapeutic interventions and redirection techniques
 - 4. Reinforcement strategies and behavior modification basics
- F. Identify maladaptive behaviors, potential triggers, and risk factors requiring intervention or reporting. Participate effectively in therapeutic group activities and milieu settings.
 - 1. Structure and purpose of therapeutic groups
 - 2. Roles of staff and patients in group settings
 - 3. Observation of group dynamics
 - 4. Participation in simulated group activities
- G. Develop and contribute to patient-centered care plans addressing behavioral and mental health needs.
 - 1. Identification of patient needs
 - 2. Development of basic behavioral health care plans
 - 3. Goal setting and expected outcomes
 - 4. Documentation of interventions and responses
- H. Demonstrate culturally competent, ethical, and professional behavior in all patient care interactions.
 - 1. Cultural influences on behavior and communication
 - 2. Ethical principles in psychiatric care
 - 3. Patient rights and confidentiality
 - 4. Professional conduct and accountability
- I. Integrate theory from PTEC 103 into clinical decision-making and patient care practices.
 - 1. Application of PTEC 103 concepts in lab/clinical settings
 - 2. Critical thinking and clinical decision-making
 - 3. Preparation for supervised clinical practice
- J. Identify maladaptive behaviors, potential triggers, and risk factors requiring intervention or reporting
 - 1. Demonstration of required lab skills
 - 2. Evaluation of safe, entry-level practice readiness

Lab Outline

Skills Competency Validation

- Demonstration of required lab skills
- Evaluation of safe, entry-level practice readiness

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: 7
- Lab Hrs: 21
- Lab Load: .333
- Total Load: .333
- Seat Ct: 30
- (mkct 05/20/2026)

Req/Adv

Prerequisite(s):

PTEC D102. and PTEC D102L

Corequisite(s):

PTEC D103. Both PTEC D103. and PTEC D103L must be successfully passed together to advance within the program.

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Enrollment in this course is limited to students officially admitted to the Psychiatric Technician Program or those with department approval. Due to the specialized nature of laboratory instruction, including safety requirements, equipment availability, and mandated student-to-instructor ratios, enrollment may be restricted based on available space and resources. Students must meet all program prerequisites, health and safety requirements, and comply with institutional and regulatory standards prior to participation.

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

This course requires students to demonstrate safe, ethical, and professional behavior at all times. Due to the clinical nature of psychiatric technology training, students must successfully complete all required skills competencies and meet minimum performance standards to pass the course. Students are expected to maintain confidentiality in accordance with HIPAA regulations and adhere to all applicable legal and ethical standards governing patient care. Failure to demonstrate safe practice, professional conduct, or clinical competency may result in removal from the lab/clinical setting and unsuccessful course completion. Students must demonstrate behaviors consistent with the psychiatric technician scope of practice and regulatory standards as outlined by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

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.

Students must have successfully completed PTEC 102, and PTEC 102L with a grade of Pass or “C” or better prior to enrollment in PTEC 103L. These courses are required to ensure students have the foundational knowledge, clinical skills, and safety competencies necessary to engage in behavioral science analysis and patient care. Concurrent enrollment in PTEC 103 is required to provide students with the opportunity to apply theoretical concepts in a supervised lab/clinical setting, reinforcing skill development, critical thinking, and safe practice.

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.

Prerequisites for Program Entry The following courses are required to ensure students are prepared for the academic rigor and clinical expectations of the Psychiatric Technician program: MATH B114 – Intermediate Algebra ENGL 1A – Composition and Reading or ESL 5 - Advanced Composition and Reading BIOL 40A, 40B, 40C – Anatomy and Physiology (sequence) PSYC 1 – General Psychology PSYC 14 – Developmental Psychology (lifespan: infancy through older adulthood) Rationale These prerequisites provide essential foundational knowledge and skills necessary for student success in a CTE healthcare program. Mathematics supports accuracy and problem-solving; English/ESL ensures effective communication and comprehension; Anatomy and Physiology establish biological and clinical understanding; and Psychology courses develop insight into human behavior and development across the lifespan. Together, these courses prepare students to analyze, apply, and integrate knowledge in both classroom and clinical settings, supporting safe, competent, and culturally responsive care.

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.

For health and safety standards of care, students are required to have a yearly physical with labs and drug screen at their own cost. Students are required to test yearly for Hepatitis B and be fit mask tested at their own cost. Students are expected to take a Basic Life Support class and become certified every two years to remain in the program. Students will learn how to interview, interact with and care for clients admitted inpatient for mental illness. Communication is key and students are taught verbal and non-verbal cues to assess clients about to escalate into violence. Ability to monitor, medicate as needed and reassess for improvement will be important skills to learn. Teaching students to have situational awareness is key to student and client safety.

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.

Students must apply to the program; preference will be given to students already working in healthcare or military veteran students.

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

No Value

No Value

No Value

No Value

No Value

Stage 2: Department Chair

No Value

Date	Tab	Part - Field	Type of Edit	Edit	Completed or Initiator's Response
4/15/2026	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.	This is a brand-new program and needs to be board certified and initiated. At this time, I am not aware of any OER or ZTC textbooks which will satisfy licensing approval. As we begin this program, we will be looking for brand opportunities and other resources to help reduce cost for students enrolled in this program. We will also explore ZTC and OER option.

4/15/2026	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.	Yes, they do. All healthcare books do this as required by licensing. Yes, they do. The Genogram forces students to explore their own lived experiences, ethnicity, culture, religion as well as addiction or trauma as well as abuse or prejudice. These elements alter how each person views and interact with the world. 1) Skills check off list. 2) Clinical instructor led visits to various sites to gain knowledge interacting with this patient population. 3) Clinical evaluation from instructor. 4) Post conference debriefing at the end of each clinical day. 5) Journaling entries regarding content learned while on site. 6) Discussion posts to clarify knowledge linking theory to content in APA 7th format citing two sources. 8) Weekly discussion of a new medication covered in theory.
4/15/2026	Specifications	Methods of Instruction	Required	Please add methods of instruction for this lab course. Thanks!	
4/15/2026	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.	1) Yes 2) For writing assignments, students are given the opportunity to revise work based on instructor feedback.
4/15/2026	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.	For writing assignments, students are provided an example of previous student work which exceeds instructor expectations for them to follow.

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
5/2/26	Matrix H		Required	Complete for your limitation on enrollment	Y
5/2/26	Matrix G		Required	Complete and upload for your PTEC 102 and PTEC 102L prerequisites	Y
5/4/26	Matrix G		Required	None of your matrix G's match your requisites	y

5/7/26	Matrix G	Required	You need a matrix G with left column PTEC 102 and right column PTEC 103L You need a matrix G with left column PTEC 102L and right column PTEC 103L

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit
5/10/2026	Learning Outcomes	CSLO #1	required	Exhibit professional, ethical, and culturally competent behavior in all lab and clinical interact bcce-46ab-9cae-ed5c3aa36a541774462519304&viewType=step&fromUrl=https%3A%2F%2Fdeanza.elumenapp.co review-filters) Remove assessment method: Exhibit professional, ethical, and culturally competent behavior in all lab and clinical interact

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

PTECD104. : Psychiatric Technology: Advanced Communication

General Information	
Faculty Initiator:	• Melissa Sherman
Attachments:	Online_PTEC_104_2027F.pdf ReqAdv_G_PTEC_104_2027F_1.pdf ReqAdv_G_PTEC_104_2027F_2.pdf ReqAdv_G_PTEC_104_2027F_3.pdf
Course ID (CB01A and CB01B) :	PTECD104.
Short Course Title:	No value
Course Title (CB02) :	Psychiatric Technology: Advanced Communication
Department:	PTEC - Psychiatric Technologies
Effective Term:	Fall 2027
TOP Code (CB03) :	(1261.00) *Community Health Care Worker
CIP Code:	(51.1502) Psychiatric/Mental Health Services Technician.
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	06/16/2026
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course is the fourth in a four-term Psychiatric Technician program and focuses on advanced therapeutic communication within diverse healthcare settings. Students will analyze, evaluate, and synthesize communication strategies to support individuals with mental illness, developmental disabilities, and co-occurring conditions. Emphasis is placed on therapeutic relationships, crisis intervention, conflict resolution, and interdisciplinary collaboration. Students will integrate evidence-based communication techniques to promote patient safety, emotional regulation, and positive health outcomes across the lifespan in culturally diverse populations.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Psychiatric Technician

Discipline 2:	• Nursing
Discipline 3:	• - AND - • Title 16 Section 2584
FSA:	• FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Formerly Statement
No Value

Course Justification

Course Justification
This course belongs on the Psychiatric Technician AS degree. This course prepares students to analyze, evaluate, and synthesize therapeutic communication required by the California Board of Vocational Nursing and Psychiatric Technicians. Addressing workforce needs identified by the Employment Development Department, students develop advanced communication skills to support safe, inclusive, and culturally responsive care for diverse populations, including LGBTQ+ and ethnically diverse communities, improving patient outcomes across California healthcare settings.

Stand-Alone Statement

Stand-Alone Statement
No Value

Course Philosophy

Course Philosophy
This course is grounded in the belief that communication is the foundation of safe, effective nursing care. Students progress through Bloom's Taxonomy by analyzing, evaluating, and synthesizing therapeutic communication strategies in complex clinical situations. Emphasis is placed on empathy, cultural humility, ethical practice, and relationship-centered care for diverse populations, including LGBTQ+ and ethnically diverse communities. Words can escalate or heal—this course develops clinicians who choose wisely, communicate skillfully, and lead with intention.

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 integrates diversity, equity, and inclusion by preparing students to analyze, evaluate, and synthesize communication strategies that are culturally responsive, trauma-informed, and patient-centered. Course content reflects diverse populations, including varied ethnic, socioeconomic, disability, and LGBTQ+ communities. Students examine implicit bias, power dynamics, and communication barriers while developing skills that promote equity, respect, and advocacy. Emphasis is placed on fostering inclusive therapeutic relationships that support equitable health outcomes across all care settings. This course develops clinicians who use communication as a tool for equity—analyzing and adapting interactions to reduce

bias, build trust, and improve outcomes across diverse populations.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

Psychiatric Technician (In Development)

Associate in Science (A.S.) Degree

Fall 2027

Psychiatric Technician (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2027

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	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education

☐ Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96

Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and Interactive Presentation - Instructor-led lectures incorporating discussion, questioning, and real-time feedback to introduce core communication concepts. Guided Class Discussion - Facilitated dialogue to explore communication strategies, cultural considerations, and ethical dilemmas in healthcare settings. Case Study Analysis - Examination of real-world and simulated scenarios to apply patient-centered communication and critical thinking skills. Role-Playing and Structured Simulation - Instructor-guided practice of therapeutic communication techniques in controlled classroom settings. Multimedia Instruction - Use of videos, recorded scenarios, and digital tools to demonstrate effective and ineffective communication practices. Demonstration and Modeling - Instructor demonstration of therapeutic communication, de-escalation techniques, and professional interactions. Small Group Activities - Collaborative exercises to develop interprofessional communication and teamwork skills. Reflective Learning Activities - Guided reflection on personal communication style, biases, and professional growth. Assigned Readings and Concept Review - Textbook, articles, and evidence-based resources to reinforce theoretical foundations. Technology-Enhanced Instruction - Introduction to digital communication tools used in healthcare (e.g., electronic documentation, telehealth communication principles). Problem-Based Learning (PBL) - Student-centered exploration of complex communication scenarios requiring analysis, decision-making, and solution development.

Assignments

- A. Case Study Analysis - Students analyze written or video-based patient scenarios, identifying communication barriers, therapeutic techniques, and appropriate responses.

- B. Therapeutic Communication Role-Play - Participation in structured role-play exercises demonstrating patient-centered communication, empathy, and professional boundaries.
- C. Interprofessional Communication Exercise - Simulation or written assignment focusing on communication with members of the healthcare team, including SBAR or similar frameworks.
- D. Reflective Communication Journal - Ongoing written reflections on personal communication style, growth, biases, and application of course concepts.
- E. Challenging Conversation Scenario - Written or verbal assignment addressing difficult interactions (e.g., conflict, resistance, emotional distress) with appropriate strategies and rationale.
- F. Cultural Competence Assignment - Analysis of how cultural, social, and individual factors influence communication and patient care.
- G. Digital Communication in Healthcare Assignment - Exploration of appropriate use of electronic communication tools (e.g., charting, telehealth professional messaging) with emphasis on ethics and confidentiality.
- H. Group Activity/Discussion Participation - Active participation in small group discussions and collaborative exercises related to communication strategies.
- I. Communication Skills Application Paper - Written assignment integrating course concepts into a patient-centered communication plan or real-world healthcare scenario.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written Assignments and Case Study Analysis - Evaluation of students' ability to analyze communication scenarios, identify barriers, and apply appropriate therapeutic techniques with supporting rationale.
- B. Role-Play and Simulation Performance - Instructor assessment of student participation in structured communication exercises, focusing on therapeutic techniques, professionalism, empathy, and critical thinking.
- C. Reflective Journal Evaluation - Assessment of student insight, self-awareness, and ability to evaluate personal communication strengths, biases, and areas for growth.
- D. Interprofessional Communication Assessment - Evaluation of student ability to communicate effectively with healthcare team members using structured frameworks (e.g., SBAR) and professional standards.
- E. Cultural Competence and Ethical Analysis - Graded assignments assessing understanding of cultural influences, ethical considerations, and appropriate communication strategies in diverse settings.
- F. Digital Communication Assignment Evaluation - Assessment of appropriate, ethical, and professional use of healthcare communication technologies.
- G. Class Participation and Engagement - Ongoing evaluation of active participation in discussions, group activities, and collaborative exercises.
- H. Communication Application Paper/Project - Evaluation of the student's ability to integrate course concepts into a comprehensive, patient-centered communication approach.
- I. Examinations/Quizzes (if applicable) - Written assessments measuring comprehension of theoretical concepts, terminology, and communication principles.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Required textbook(s) covering foundational psychiatric technology, mental health, and basic nursing concepts
- Instructor-provided handouts, case studies, and course materials
- Access to a computer or mobile device with internet capability for course resources and assignments
- Learning management system (LMS) access (e.g., Canvas)

- Basic supplies for note-taking and coursework (notebook, writing tools)
- Essential College Facilities:**
- Standard classroom equipped with multimedia capabilities (computer, projector, audio/visual equipment)
 - Access to a learning management system (e.g., Canvas) for course delivery and communication
 - Simulation lab and/or skills lab access for demonstration purposes (as applicable)
 - Library resources, including access to nursing and health science databases
 - Quiet study areas to support individual and group learning

Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Shea, S. C.	Psychiatric Interviewing: The Art of Understanding: A Practical Guide for Psychiatrists, Psychologists, Counselors, Social Workers, Nurses, and Other Mental Health Professionals	Elsevier	2020 / 3rd	978-1437716986
Rosdahl, C.,	Textbook of Basic Nursing	Lippincott Williams & Wilkins (LWW) / Wolters Kluwer	2021 / 12th	978-1975171339
Varcarolis, E. and Fosbre, C.D.	Varcarolis' Essentials of Psychiatric/Mental Health Nursing: A Communication Approach to Evidence-based Care	Elsevier	2023 / 5th	978-0323810302
Valllerand, A. H., Sanoski, C. A.	Davis's Drug Guide for Nurses	F. A. Davis	2024 / 19th	978-1719650038

Suggested Reading List
No Value

Learning Outcomes
Course Objectives
Apply patient-centered communication techniques to support therapeutic relationships and improve patient outcomes.

Demonstrate effective verbal and nonverbal communication skills in a variety of healthcare scenarios.
Analyze communication barriers and implement strategies to overcome them in clinical settings.
Evaluate the impact of cultural, social, and individual factors on communication and patient care.
Manage challenging conversations, including conflict resolution, emotional distress, and resistance, using appropriate therapeutic approaches.
Integrate ethical and professional standards into all forms of communication, including digital interactions.
Utilize structured communication tools (e.g., SBAR) to communicate effectively with members of the healthcare team.
Apply principles of interprofessional collaboration to enhance teamwork and healthcare delivery.
Assess personal communication style and develop strategies for continued professional growth.
Demonstrate communication practices consistent with the psychiatric technician scope of practice and regulatory standards.

CSLOs

Evaluate the influence of cultural, social, and individual factors on communication and patient outcomes.	Expected SLO Performance: 1
Reflect on personal communication style and implement strategies for ongoing professional development.	Expected SLO Performance: 1
Appraise personal communication style and implement strategies for ongoing professional development.	Expected SLO Performance: 1

Outline

Course Outline

- A. Apply patient-centered communication techniques to support therapeutic relationships and improve patient outcomes.
 - 1. Principles of patient-centered communication
 - 2. Therapeutic use of self
 - 3. Verbal and nonverbal communication techniques
 - 4. Barriers to effective communication
- B. Demonstrate effective verbal and nonverbal communication skills in a variety of healthcare scenarios.
 - 1. Establishing rapport and trust
 - 2. Active listening, empathy, and validation
 - 3. Communication across the lifespan
 - 4. Professional boundaries and scope of practice

- C. Analyze communication barriers and implement strategies to overcome them in clinical settings. Utilize structured communication tools (e.g., SBAR) to communicate effectively with members of the healthcare team.
 - 1. Roles within the healthcare team
 - 2. Structured communication tools (e.g., SBAR)
 - 3. Collaboration and teamwork strategies
 - 4. Conflict prevention and resolution among team members
- D. Evaluate the impact of cultural, social, and individual factors on communication and patient care.
 - 1. Cultural competence and humility
 - 2. Impact of socioeconomic, spiritual, and environmental factors
 - 3. Addressing bias and health disparities
 - 4. Communication with diverse populations
- E. Manage challenging conversations, including conflict resolution, emotional distress, and resistance, using appropriate therapeutic approaches:
 - 1. Managing difficult conversations
 - 2. Responding to emotional distress, anger, and resistance
 - 3. Crisis communication and de-escalation principles
 - 4. Maintaining professionalism under stress
- F. Integrate ethical and professional standards into all forms of communication, including digital interactions.
 - 1. Confidentiality and HIPAA compliance
 - 2. Patient rights and advocacy
 - 3. Ethical decision-making in communication
 - 4. Professional standards and accountability
- G. Utilize structured communication tools (e.g., SBAR) to communicate effectively with members of the healthcare team.
 - 1. Electronic documentation and professional messaging
 - 2. Telehealth communication principles
 - 3. Risks and benefits of digital communication
 - 4. Maintaining privacy and professionalism in electronic formats
- H. Assess personal communication style and develop strategies for continued professional growth.
 - 1. Reflection on personal communication style
 - 2. Identifying strengths and areas for improvement
 - 3. Strategies for ongoing skill development
 - 4. Managing stress and maintaining professional presence
- I. Demonstrate communication practices consistent with the psychiatric technician scope of practice and regulatory standards.
 - 1. Application of advanced communication strategies in case scenarios
 - 2. Critical thinking in communication decision-making
 - 3. Preparation for clinical/lab application and professional practice

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 4
- Lec Hrs: 4
- Lec Load: .089
- Total Load: .089
- Seat Ct: 30
- (mkct 05/20/2026)

Req/Adv

Prerequisite(s):

PTEC D103. and PTEC D103L

Corequisite(s):

PTEC D104L. Both PTEC D104. and PTEC D104L must be successfully passed together to advance within the program.

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Enrollment in this course is limited to students officially admitted to the Psychiatric Technician Program or those with department approval. Due to the specialized nature of laboratory instruction, including safety requirements, equipment availability, and mandated student-to-instructor ratios, enrollment may be restricted based on available space and resources. Students must meet all program prerequisites, health and safety requirements, and comply with institutional and regulatory standards prior to participation.

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

This course requires students to demonstrate safe, ethical, and professional behavior at all times. Due to the clinical nature of psychiatric technology training, students must successfully complete all required skills competencies and meet minimum performance standards to pass the course. Students are expected to maintain confidentiality in accordance with HIPAA regulations and adhere to all applicable legal and ethical standards governing patient care. Failure to demonstrate safe practice, professional conduct, or clinical competency may result in removal from the lab/clinical setting and unsuccessful course completion. Students must demonstrate behaviors consistent with the psychiatric technician scope of practice and regulatory standards as outlined by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

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.

Students must have successfully completed PTEC 103, and PTEC 103L with a grade of Pass or “C” or better prior to enrollment in PTEC 104. These courses ensure that students possess the foundational knowledge, clinical skills, and behavioral science competencies necessary for advanced communication in psychiatric technology practice. Concurrent enrollment in PTEC 104L is required to provide students with the opportunity to apply advanced communication concepts in a supervised lab/clinical setting, reinforcing skill development critical thinking, and safe, therapeutic patient care. Students are expected to demonstrate professional, ethical, and culturally competent behavior at all times. Failure to meet safety, professionalism, or competency standards may result in unsuccessful course completion.

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.

Prerequisites for Program Entry The following courses are required to ensure students are prepared for the academic rigor and clinical expectations of the Psychiatric Technician program: MATH B114 – Intermediate Algebra ENGL 1A – Composition and Reading or ESL 5 - Advanced Composition and Reading BIOL 40A, 40B, 40C – Anatomy and Physiology (sequence) PSYC 1 – General Psychology PSYC 14 – Developmental Psychology (lifespan: infancy through older adulthood) Rationale These prerequisites provide essential foundational knowledge and skills necessary for student success in a CTE healthcare program. Mathematics supports accuracy and problem-solving; English/ESL ensures effective communication and comprehension; Anatomy and Physiology establish biological and clinical understanding; and Psychology courses develop insight into human behavior and development across the lifespan. Together, these courses prepare students to analyze, apply, and integrate knowledge in both classroom and clinical settings, supporting safe, competent, and culturally responsive care.

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.

For health and safety standards of care, students are required to have a yearly physical with labs and drug screen at their own cost. Students are required to test yearly for Hepatitis B and be fit mask tested at their own cost. Students are expected to take a Basic Life

Support class and become certified every two years to remain in the program. Students will learn how to interview, interact with and care for clients admitted inpatient for mental illness. Communication is key and students are taught verbal and non-verbal cues to assess clients about to escalate into violence. Ability to monitor, medicate as needed and reassess for improvement will be important skills to learn. Teaching students to have situational awareness is key to student and client safety.

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.

Students must apply to the program, preference will be given to students already working in healthcare or military veteran students.

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
4/15/2026	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.	This is a brand new program, and needs to be board certified and initiated. At this time I am not aware of any OER or ZTC textbooks which will satisfy licensing approval. As we begin this program, we will be looking for brand opportunities and other resources to help reduce cost for students enrolled in this program. We will also explore ZTC and OER option.
4/15/2026	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.	Yes, they do. All healthcare books do this as required by licensing. Yes, they do. The Genogram forces students to explore their own lived experiences, ethnicity, culture, religion as well as addiction or trauma as well as abuse or prejudice. These elements alte how each person views and interact with the world.
4/15/2026	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.	1) Yes 2) For writing assignments, students are given the opportunity to revise work based on instructor feedback.
4/15/2026	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.	For writing assignments, students are provided an example of previous student work which exceeds instructor expectations for them to follow.
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
4/23/26	Basic Course Information	Attachments	Required	complete and upload matrix G's for your PTEC 103L prerequisite and your PTEC 104L corequisite	Y
4/23/26	Matrix H	Objective 1	Required	complete your limitation on enrollment	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/30/26	Matrix H		Required	Mirror what we did for PTEC 101	Y
				Remove the Matrix G for PTEC 102 as a prerequisite for PTEC 103	Y
4/30/26	Matrix G		Required	Remove the Matrix G for PTEC 103 as a prerequisite for PTEC 103L	Y
				Remove duplicate copy of Matrix G for PTEC 103 as a prerequisite for PTEC 104	Y
4/30/26	Matrix G		Required	Complete and upload a Matrix G for PTEC 103L as a prerequisite for PTEC a104	Y
5/4/26	Matrix G		Required	None of the matrices you uploaded apply to the course. You still need a Matrix G for PTEC 103 as a prerequisite for PTEC 104 and a matrix G for PTEC 103L as a prerequisite for PTEC 104 and a matrix G for PTEC 104L as a corequisite for PTEC 104	Y
5/7/26	Matrix G		Required	You need a matrix G with left column PTEC 103 and right column PTEC 104 You need a matrix G with left column PTEC 103L and right column PTEC 104	

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit
5/10/2026	Learning Outcomes	CSLO #1	required	Reflect on personal communication style and implement strategies for ongoing professional actionMethod=to&page=%2Fjsp%2Fworkflow%2FworkflowWithChanges%2FworkflowWithChanges review-filters) Begin with a Bloom's taxonomy verb: https://www.deanza.edu/curriculum/guides/blooms.html For example: Appraise personal communication style and implement strategies for ongoing professional c

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)
06/16/2026
Hybrid Approval Date (MM/DD/YYYY)
No Value
Curriculum Office Notes
No Value

PTECD104L : Psychiatric Technology: Advanced Communication Lab

General Information	
Faculty Initiator:	• Melissa Sherman
Attachments:	ReqAdv_G_PTEC_104L_2027F_1.pdf ReqAdv_G_PTEC_104L_2027F_2.pdf ReqAdv_G_PTEC_104L_2027F_3.pdf
Course ID (CB01A and CB01B) :	PTECD104L
Short Course Title:	No value
Course Title (CB02) :	Psychiatric Technology: Advanced Communication Lab
Department:	PTEC - Psychiatric Technologies
Effective Term:	Fall 2027
TOP Code (CB03) :	(1261.00) *Community Health Care Worker
CIP Code:	(51.1502) Psychiatric/Mental Health Services Technician.
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	06/16/2026
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This laboratory course complements Advanced Communication and provides experiential learning in therapeutic communication within simulated and clinical environments. Students will apply, analyze, and demonstrate advanced communication techniques including de-escalation, crisis intervention, motivational interviewing, and interdisciplinary collaboration. Through role-play, simulation, and supervised clinical practice, students will develop competence in establishing therapeutic relationships and delivering safe, ethical, and culturally responsive care to diverse populations across the lifespan.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements	
Discipline 1:	• Psychiatric Technician
Discipline 2:	• Nursing

Discipline 3:

- - AND -
- Title 16 Section 2584

FSA:

- FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course belongs on the Psychiatric Technician AS degree. This lab course enables students to apply, analyze, and demonstrate advanced therapeutic communication skills required by the California Board of Vocational Nursing and Psychiatric Technicians. Addressing workforce needs identified by the Employment Development Department, students gain hands-on experience delivering safe, inclusive, and culturally responsive care to diverse populations, including LGBTQ+ and ethnically diverse communities, ensuring clinical readiness across California healthcare settings.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

This lab is grounded in the belief that communication mastery is developed through practice, reflection, and real-time application. Students progress through Bloom's Taxonomy by applying, analyzing, and demonstrating advanced communication strategies in simulated and clinical settings. Emphasis is placed on empathy, presence, safety, and culturally responsive care for diverse populations, including LGBTQ+ and ethnically diverse communities. We don't just teach communication—we train clinicians to remain steady in chaos, connect with purpose, and lead through every interaction.

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 lab course integrates diversity, equity, and inclusion by preparing students to apply, analyze, and demonstrate therapeutic communication that is culturally responsive, trauma-informed, and patient-centered. Simulation scenarios reflect diverse populations, including varied ethnic, socioeconomic disability, and LGBTQ+ communities. Students practice addressing bias, navigating communication barriers, and fostering trust, ensuring equitable and respectful care across all healthcare environments. This lab develops clinicians who use communication in action—demonstrating equity, reducing bias, and building trust across diverse patient populations.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

Psychiatric Technician (In Development)

Associate in Science (A.S.) Degree

Fall 2027

Psychiatric Technician (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2027

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	6.5
Maximum Credit Units	6.5
Total Course In-Class (Contact) Hours	240
Total Course Out-of-Class Hours	0
Total Student Learning Hours	240

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	0	0
Laboratory Hours	20	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	240
NA	0
Total	240
Course Out-of-Class Hours	
Lecture	0
Laboratory	0

NA	0
Total	0

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	Technology-Enhanced Simulation - Use of digital platforms, virtual scenarios, or simulation tools to enhance communication skill development. Clinical/Simulation-Based Instruction - Supervised clinical experiences and/or high-fidelity simulations to apply advanced communication skills in realistic patient care scenarios. Demonstration and Return Demonstration - Instructor modeling of communication techniques followed by student practice and competency validation. Role-Playing and Structured Scenarios - Guided practice of therapeutic communication, interprofessional interaction, and crisis intervention in controlled settings. Supervised Clinical Practice - Direct patient care experiences (when applicable) with instructor oversight, focusing on communication and professional behavior. Case-Based Learning - Application of communication strategies through analysis of clinical cases and real-world scenarios. Small Group Activities - Collaborative exercises to develop teamwork, communication, and problem-solving skills. Guided Reflection and Debriefing - Instructor-led debrief sessions following simulations or clinical experiences to reinforce learning and critical thinking. Skills Practice and Competency Check-Offs - Repetitive practice of required communication skills with formative and summative evaluation. Clinical Conference/Discussion - Structured discussions to review patient interactions, communication strategies, and clinical decision-making. Documentation Practice - Instruction and practice in accurate, timely, and professional clinical documentation.

Assignments
A. Therapeutic Communication Simulation - Participation in structured role-play scenarios demonstrating advanced therapeutic communication techniques, including empathy, validation, and boundary setting. B. Interprofessional Communication Exercise - Simulation of communication with healthcare team members using structured tools (e.g., SBAR) to report patient status and collaborate on care. C. Crisis Communication and De-escalation Scenarios - Guided simulations involving escalating behaviors, requiring students to apply verbal de-escalation and safety techniques. D. Behavioral Observation and Documentation - Completion of clinical documentation based on observed or simulated patient interactions, emphasizing accuracy, objectivity, and appropriate terminology. E. Patient Interaction/Clinical Communication Log - Documentation and reflection on communication experiences in lab or clinical settings,

including strengths, challenges, and areas for improvement.

- F. Group and Milieu Participation - Active participation in therapeutic group activities with evaluation of communication effectiveness and group dynamics.
- G. Cultural Competence Application Assignment - Application of culturally responsive communication strategies in simulated or real clinical scenarios.
- H. Ethical Communication Scenario Analysis - Written or verbal analysis of situations involving confidentiality, boundaries, and professional conduct.
- I. Self-Reflection and Communication Improvement Plan - Development of a plan for enhancing personal communication skills based on instructor and peer feedback.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Skills Performance Check-Offs - Instructor evaluation of student competency in advanced therapeutic communication, interprofessional communication, de-escalation techniques, and documentation using standardized rubrics.
- B. Simulation/Clinical Performance Evaluation - Assessment of student performance in simulated and/or clinical settings, focusing on communication effectiveness, safety, professionalism, and critical thinking.
- C. Therapeutic Communication Scenario Evaluation - Graded performance in structured role-play scenarios demonstrating empathy, boundary setting, and patient-centered communication.
- D. Interprofessional Communication Assessment - Evaluation of student ability to communicate effectively with healthcare team members using structured tools (e.g., SBAR).
- E. Crisis Communication and De-escalation Evaluation - Assessment of student ability to recognize escalating behaviors and implement appropriate verbal de-escalation strategies.
- F. Behavioral Observation and Documentation Review - Evaluation of written documentation for accuracy, objectivity, clarity, and appropriate use of clinical terminology.
- G. Clinical/Patient Interaction Log Evaluation - Assessment of documented communication experiences, including reflection on effectiveness, challenges, and improvement.
- H. Group Participation and Professional Behavior - Ongoing evaluation of participation in therapeutic group activities, teamwork, communication, and adherence to professional standards.
- I. Reflective Assignments and Communication Improvement Plan - Assessment of student insight, self-awareness, and ability to apply feedback to improve communication skills.
- J. Final Competency Validation
- K. Comprehensive evaluation of student readiness to perform advanced communication skills safely and effectively at an entry-level standard.
- L. Students must demonstrate satisfactory performance in all required communication competencies to successfully pass the course.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Required textbook(s) covering foundational psychiatric technology, mental health, and basic nursing concepts
- Instructor-provided handouts, case studies, and course materials

• Access to a computer or mobile device with internet capability for course resources and assignments • Learning management system (LMS) access (e.g., Canvas) • Basic supplies for note-taking and coursework (notebook, writing tools)
Essential College Facilities: • Standard classroom equipped with multimedia capabilities (computer, projector, audio/visual equipment) • Access to a learning management system (e.g., Canvas) for course delivery and communication • Simulation lab and/or skills lab access for demonstration purposes (as applicable) • Library resources, including access to nursing and health science databases • Quiet study areas to support individual and group learning • College to arrange clinical site rotation for adequate experiences in learning

Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Shea, S. C.	Psychiatric Interviewing: The Art of Understanding: A Practical Guide for Psychiatrists, Psychologists, Counselors, Social Workers, Nurses, and Other Mental Health Professionals	Elsevier	2020 / 3rd	978-1437716986
Rosdahl, C.,	Textbook of Basic Nursing	Lippincott Williams & Wilkins (LWW) / Wolters Klewer	2021 / 12th	978-1975171339
Varcarolis, E. and Fosbre, C.D.	Varcarolis' Essentials of Psychiatric/Mental Health Nursing: A Communication Approach to Evidence-based Care	Elsevier	2023 / 5th	978-0323810302
Valllerand, A. H., Sanoski, C. A.	Davis's Drug Guide for Nurses	F. A. Davis	2024 / 19th	978-1719650038

Suggested Reading List No Value

Learning Outcomes
Course Objectives

Demonstrate advanced therapeutic communication techniques in simulated and/or supervised clinical settings.
Apply patient-centered communication strategies to support engagement, trust, and positive patient outcomes.
Utilize effective interprofessional communication, including structured tools (e.g., SBAR), to report patient information and collaborate with the healthcare team.
Implement appropriate communication strategies in challenging situations, including conflict, emotional distress, and behavioral escalation.
Adapt communication approaches to meet the cultural, social, and developmental needs of diverse patient populations.
Demonstrate ethical, legal, and professional standards in all forms of communication, including digital and written documentation.
Accurately document patient interactions and behavioral observations using appropriate clinical terminology.
Participate effectively in therapeutic group and milieu settings.
Evaluate personal communication effectiveness and incorporate feedback to improve clinical performance.
Evaluate personal communication effectiveness and incorporate feedback to improve clinical performance. Integrate advanced communication concepts from PTEC 104 theory into clinical decision-making and patient care.

CSLOs	
Demonstrate advanced therapeutic communication techniques in simulated and/or supervised clinical settings.	Expected SLO Performance: 1
Adapt communication approaches to meet the cultural, social, and developmental needs of diverse patient populations.	Expected SLO Performance: 1
Demonstrate ethical, legal, and professional standards in verbal, written, and digital communication.	Expected SLO Performance: 1

Outline
Course Outline
A. Demonstrate advanced therapeutic communication techniques in simulated and/or supervised clinical settings. 1. Establishing and maintaining therapeutic relationships 2. Advanced active listening, empathy, and validation techniques

3. Professional boundaries and therapeutic use of self
4. Communication across diverse patient populations
- B. Apply patient-centered communication strategies to support engagement, trust, and positive patient outcomes
 1. Adapting communication to patient needs, conditions, and environments
 2. Supporting patient engagement and trust
 3. Communication with patients experiencing mental health disorders
- C. Utilize effective interprofessional communication, including structured tools (e.g., SBAR), to report patient information and collaborate with the healthcare team.
 1. Collaboration with healthcare team members
 2. Use of structured communication tools (e.g., SBAR) in clinical settings
 3. Reporting patient status and changes effectively
 4. Participation in interdisciplinary care planning
- D. Implement appropriate communication strategies in challenging situations, including conflict, emotional distress, and behavioral escalation.
 1. Managing conflict, resistance, and emotional distress
 2. Crisis communication and de-escalation strategies
 3. Maintaining safety and professionalism under stress
 4. Responding to patients at risk of harm to self or others
- E. Adapt communication approaches to meet the cultural, social, and developmental needs of diverse patient populations.
 1. Application of culturally responsive communication strategies
 2. Respect for diverse beliefs, values, and backgrounds
 3. Addressing bias and promoting equitable care
- F. Demonstrate ethical, legal, and professional standards in all forms of communication, including digital and written documentation
 1. Maintaining confidentiality and HIPAA compliance
 2. Patient rights and advocacy
 3. Ethical communication in complex situations
 4. Professional accountability in clinical settings
- G. Accurately document patient interactions and behavioral observations using appropriate clinical terminology
 1. Accurate and timely clinical documentation
 2. Professional use of electronic health records
 3. Communication in telehealth and digital platforms
 4. Legal considerations in electronic communication
- H. Participate effectively in therapeutic group and milieu settings.
 1. Participation in therapeutic groups and milieu settings
 2. Observation and facilitation of group dynamics
 3. Communication within structured therapeutic environments
- I. Evaluate personal communication effectiveness and incorporate feedback to improve clinical performance.
 1. Evaluation of personal communication effectiveness
 2. Identification of strengths and areas for growth
 3. Incorporation of feedback into practice
 4. Development of ongoing professional communication skills
- J. Evaluate personal communication effectiveness and incorporate feedback to improve clinical performance. Integrate advanced communication concepts from PTEC 104 theory into clinical decision-making and patient care.
 1. Application of advanced communication skills in real-world settings
 2. Critical thinking and clinical decision-making
 3. Demonstration of safe, competent, entry-level practice
 4. Demonstration of advanced communication competencies in clinical scenarios
 5. Evaluation of readiness for professional psychiatric technician practice

Lab Outline

Students will demonstrate competency in the following advanced communication skills within simulated and/or supervised clinical settings:

- **Therapeutic Communication**
 - Establishing rapport and trust
 - Active listening, empathy, reflection, and clarification
 - Maintaining professional boundaries and therapeutic use of self
- **Patient-Centered Communication**
 - Adapting communication strategies to meet individual patient needs
 - Communicating with patients experiencing mental health disorders
 - Supporting patient engagement and participation in care

- **Interprofessional Communication**
 - Use of structured communication tools (e.g., SBAR)
 - Reporting patient status and changes clearly and accurately
 - Collaboration with members of the healthcare team
- **Crisis Communication and De-escalation**
 - Recognition of escalating behaviors
 - Verbal de-escalation techniques
 - Maintaining safety for patients and staff
- **Communication in Challenging Situations**
 - Managing conflict, resistance, and emotional distress
 - Responding appropriately to sensitive or high-risk situations
 - Maintaining professionalism under stress
- **Cultural Competence**
 - Application of culturally responsive communication
 - Respect for diverse beliefs, values, and backgrounds
 - Awareness of personal bias and its impact on care
- **Ethical and Legal Communication**
 - Maintaining confidentiality and HIPAA compliance
 - Upholding patient rights and advocacy
 - Demonstrating ethical decision-making in communication
- **Documentation and Digital Communication**
 - Accurate, objective, and timely documentation
 - Professional use of electronic health records
 - Safe and appropriate use of digital communication tools
- **Group and Milieu Communication**
 - Participation in therapeutic group settings
 - Observation and support of group dynamics
 - Communication within structured therapeutic environments
- **Self-Assessment and Professional Growth**
 - Reflection on communication effectiveness
 - Incorporation of instructor and peer feedback
 - Ongoing development of professional communication skills

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: 6.5
- Lab Hrs: 20
- Lab Load: .317
- Total Load: .317
- Seat Ct: 30
- (mkct 05/20/2026)

Req/Adv

Prerequisite(s):

PTEC D103. and PTEC D103L

Corequisite(s):

PTEC D104. Both PTEC D104. and PTEC D104L must be successfully passed together to advance within the program.

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Enrollment in this course is limited to students officially admitted to the Psychiatric Technician Program or those with department approval. Due to the specialized nature of laboratory instruction, including safety requirements, equipment availability, and mandated student-to-instructor ratios, enrollment may be restricted based on available space and resources. Students must meet all program prerequisites, health and safety requirements, and comply with institutional and regulatory standards prior to participation.

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

This course requires students to demonstrate safe, ethical, and professional behavior at all times. Due to the clinical nature of psychiatric technology training, students must successfully complete all required skills competencies and meet minimum performance standards to pass the course. Students are expected to maintain confidentiality in accordance with HIPAA regulations and adhere to all applicable legal and ethical standards governing patient care. Failure to demonstrate safe practice, professional conduct, or clinical competency may result in removal from the lab/clinical setting and unsuccessful course completion. Students must demonstrate behaviors consistent with the psychiatric technician scope of practice and regulatory standards as outlined by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

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.

Students must have successfully completed PTEC 103, and PTEC 103L with a grade of Pass or “C” or better prior to enrollment in PTEC 104L. These courses ensure that students possess the foundational knowledge, clinical skills, and behavioral science competencies necessary for advanced communication in psychiatric technology practice. Concurrent enrollment in PTEC 104 is required to provide students with the opportunity to apply advanced communication concepts in a supervised lab/clinical setting, reinforcing skill development, critical thinking, and safe, therapeutic patient care. Students are expected to demonstrate professional, ethical, and culturally competent behavior at all times. Failure to meet safety, professionalism, or competency standards may result in unsuccessful course completion.

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.

Prerequisites for Program Entry The following courses are required to ensure students are prepared for the academic rigor and clinical expectations of the Psychiatric Technician program: MATH B114 – Intermediate Algebra ENGL 1A – Composition and Reading or ESL 5 - Advanced Composition and Reading BIOL 40A, 40B, 40C – Anatomy and Physiology (sequence) PSYC 1 – General Psychology PSYC 14 – Developmental Psychology (lifespan: infancy through older adulthood) Rationale These prerequisites provide essential foundational knowledge and skills necessary for student success in a CTE healthcare program. Mathematics supports accuracy and problem-solving; English/ESL ensures effective communication and comprehension; Anatomy and Physiology establish biological and clinical understanding; and Psychology courses develop insight into human behavior and development across the lifespan. Together, these courses prepare students to analyze, apply, and integrate knowledge in both classroom and clinical settings, supporting safe, competent, and culturally responsive care.

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.

For health and safety standards of care, students are required to have a yearly physical with labs and drug screen at their own cost. Students are required to test yearly for Hepatitis B and be fit mask tested at their own cost. Students are expected to take a Basic Life Support class and become certified every two years to remain in the program. Students will learn how to interview, interact with and care for clients admitted inpatient for mental illness. Communication is key and students are taught verbal and non-verbal cues to assess clients about to escalate into violence. Ability to monitor, medicate as needed and reassess for improvement will be important skills to learn. Teaching students to have situational awareness is key to student and client safety.

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.

Students must apply to the program, preference will be given to students already working in healthcare or military veteran students.

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
4/15/2026	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.	This is a brand-new program and needs to be board certified and initiated. At this time, I am not aware of any OER or ZTC textbooks which will satisfy licensing approval. As we begin this program, we will be looking for brand opportunities and other resources to help reduce cost for students enrolled in this program. We will also explore ZTC and OER option.

4/15/2026	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.	Yes, they do. All healthcare books do this as required by licensing. Yes, they do. The Genogram forces students to explore their own lived experiences, ethnicity, culture, religion as well as addiction or trauma as well as abuse or prejudice. These elements alter how each person views and interact with the world.
4/15/2026	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.	1) Yes 2) For writing assignments, students are given the opportunity to revise work based on instructor feedback.
4/15/2026	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.	For writing assignments, students are provided an example of previous student work which exceeds instructor expectations for them to follow.

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
4/30/26	Matrix H		Required	Mirror what we did for PTEC 101	Y
				Remove the Matrix G for PTEC 102 as a prerequisite for PTEC 103	Y
4/30/26	Matrix G		Required	Remove the Matrix G for PTEC 103 as a prerequisite for PTEC 103L	Y
				Remove duplicate copy of Matrix G for PTEC 103 as a prerequisite for PTEC 104	Y
4/30/26	Matrix G		Required	Complete and upload a Matrix G for PTEC 103L as a prerequisite for PTEC a104	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/23/26	Basic Course Information	Attachments	Required	complete and upload matrix G's for your PTEC 103 and PTEC 103L prerequisites	Y
4/23/26	Matrix H	Objective 1	Required	please complete for your limitation on enrollment	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/30/26	Matrix H		Required	Mirror what we did for PTEC 101	Y

Stage 7: Dean of Online Learning					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/10/2026	Basic Course Information	Proposed Details - Attachments	Required	Please attach Online Delivery Course Request as a .pdf file to the attachments section.	this class is not an online class. All lab classes are taught in person.
5/10/2026	Basic Course Information	Mode of Delivery	Required	Then update the mode of Delivery to in-person only and remove online.	Y

[illegible]

No Value

Sort ID (00 < 10; 0 < 100)
No Value

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