




De Anza College
Change Report
 04/20/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 7: Dean of Online Learning
Course Justification	Course Justification
Stand-Alone Statement	Stand-Alone Statement
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	• Ramona Gabriel
	Course ID (CB01A and CB01B)	ADMJD078.	ADMJD078.
	Course Control Number	CCC000231882	CCC000231882
	Course Title (CB02)	Correctional Investigation	Correctional Investigation
	Short Course Title	CORRECTIONAL INVESTIGATION	CORRECTIONAL INVESTIGATION
	TOP Code (CB03)	2105.10	2105.10 Corrections
	CIP Code	Corrections	43.0102 Corrections
	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	History and development of probation and parole systems, including current practices at the federal, state and local levels. Investigation techniques needed for preparation of pre-sentence investigation reports, use of these reports in the courts, probation and parole supervision, and correctional institutions.	This course introduces students to the principles, procedures, and professional expectations involved in conducting investigations within correctional environments. For this course, students will explore topics such as inmate interviews, evidence collection, report writing, contraband detection, staff misconduct investigations, use-of-force reviews, and the legal and ethical standards that guide investigative practice in correctional settings. There are also historical and theoretical perspectives that provides students with a deeper understanding of how and why today's investigative practices exist. By examining the historical development of probation, parole, institutional supervision, contraband control, inmate discipline, and internal investigations, students learn that modern correctional procedures have evolved from decades of policy decisions, court rulings, technological advancements, and responses to past failures or abuses.
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	No value	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Administration of Justice (Police science, corrections, law enforcement)
	Discipline 2	No value	<ul style="list-style-type: none"> • Sociology
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - ADMINISTRATION OF JUSTICE

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 to the Corrections/Probation degree program. This course was developed in response to an advisory board recommendation to provide knowledge of the corrections investigation. This course provides corrections/probation students with the history, development, and operation of the probation and parole systems.	This course is in a CTE program and is CSU transferable. This course belongs to the Corrections/Probation <u>Associate of Arts</u> degree program. This course was developed in response to an advisory board recommendation to provide knowledge of the corrections investigation. This course provides corrections/probation students with the history, development, and operation of the probation and parole systems . <u>systems</u>

Stand-Alone Statement			

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	<u>No</u>
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Course Philosophy

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

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	Yes	Yes
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
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Mirrored Credit/Noncredit Course

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

Changed	Field	Current Version	Proposed Version
	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

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Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>In law enforcement, students will have contact with citizens of varying communities; from affluent to low socio-economical areas, and students will have to understand how to navigate in those circles. Instructional methods address multiple learning styles and promote students' application of their own experiences. Students are encouraged to bring their cultural perspectives to class discussions and assignments. Relevant media (e.g., videos, articles) that include voices from BIPOC, LGBTQ+, and other underrepresented and marginalized communities are included. Evaluation methods are formative and include approaches that address diverse student styles and needs. For example, students are given the option to improve discussion posts after receiving feedback. In addition, they are able to repeat quizzes to improve results, as well as being provided an opportunity to submit late assignments to ensure they maintain a positive grade point average. Additionally, this course incorporates a strong emphasis on equity by highlighting the importance of fair and just treatment within the criminal justice system. It explores systemic disparities, racial and social inequities, and the need for culturally responsive practices. Students gain knowledge of course content through a range of instructional modalities and are assessed through a variety of methods that cater to diverse learning styles, promoting multiple means of engagement, action, and expression. The course outline includes a discussion of historically and currently marginalized communities</u>



Please check all areas in the COR that address DEI.

No value

- Specifications - Assignments
- Basic Course Information - Course Description
- Specifications - Methods of Instruction
- Specifications - Methods of Evaluation

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Corrections/Probation</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	Associated Program	Corrections/Probation	Award Type	Associate in Arts (A.A.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Corrections/Probation</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	Associated Program	Corrections/Probation	Award Type	Associate in Arts (A.A.) Degree
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	<p>Methods of Instruction</p> <hr/> <p>Methods of Instruction</p> <ul style="list-style-type: none"> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Guest speakers Field observation and field trips 	<p>Methods of Instruction</p> <p>Methods of Instruction</p> <hr/> <p>Methods of Instruction</p> <ul style="list-style-type: none"> Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class/online Homework and extended projects Collaborative learning and small group exercises Collaborative group projects Guest speakers
		!	Assignments

Changed	Field	Current Version	Proposed Version
!	Methods of Evaluation	<p>Methods of Evaluation</p>	<p>Methods of Evaluation Methods of Evaluation</p>
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Oral and written assignments that demonstrate the students ability to investigate and write pre-sentence reports in accord with Court Rules. 2. Midterm and final examinations on the elements of probation and parole developed from lectures, text readings and support materials, guest speakers, case studies, current court decisions, and techniques/procedures of investigative reports based on a rubric. 3. Participation in class discussions where students will show their understanding of the essentials of investigation and report writing. 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Oral and written assignments that demonstrate the students ability to investigate and write pre-sentence reports in accord with Court Rules. 2. Quizzes, Midterm and final examinations on the elements of probation and parole developed from lectures, text readings and support materials, guest speakers, case studies, current court decisions, and techniques/procedures of investigative reports based on a rubric. 3. Participation in class discussions where students will show their understanding of the essentials of investigation and report writing. 4. Journal reflections

!	<p>Essential Student Materials/Essential College Facilities</p>	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None. <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • None. 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • None
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Changed Field**Current Version****Proposed Version****Examples of Primary Texts and References**

Title	No value
Author	Alarid, L.F. and Reichel, P.L. "Corrections (Justice Series)" 3rd Edition, San Francisco, California: Pearson Publishing, 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Stohr, M.K. & Walsh, A. "Corrections: The Essentials", 3rd Edition, Thousand Oaks, California: Sage Publishing, 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Correctional Assessment, Casework, and Counseling
Author	Walsh, A., Wells, J. M., & Gann, S. M.
Publisher	Springer
Date/Edition	2020 / 1st Edition
ISBN	No value

Title	Corrections (Justice Series)
Author	Alarid, L.F., and Reichel, P.L.
Publisher	Sage
Date/Edition	2018 / 3rd Edition
ISBN	No value

Title	Fundamentals of Investigative Report Writing
Author	Gary Guthrie
Publisher	Cognella
Date/Edition	2018 / 2nd Edition
ISBN	978-1-5165-4942-9 (ebook) 978-1-5165-2180-7 (paperback)

Changed Field Current Version Proposed Version



Suggested Reading List

No value

Reading List Alarid,L. "Community-Based Corrections" 12th Edition. Belmont, California: Cengage Learning, 2019

May include, but are not limited to No value

Reading List Allen, H.E. Latessa, E.J. & Ponder, B.S."Corrections in America: An Introduction", 15th Edition, San Francisco, California: Pearson Publishing, 2018

May include, but are not limited to No value

Reading List Abadinsky,H. "Probation and Parole:Corrections in the Community" 13th Edition ,Upper Saddle River, New Jersey: Pearson Higher Education, 2018

May include, but are not limited to No value

Reading List Schmidt, J.H. and Hooper, M. K. "Six Steps to Effective Writing in Criminal Justice, 1st Edition". Belmont, California: Cengage-Wadsworth Publishing, 2003

Changed	Field	Current Version	Proposed Version
		<p>May No value</p> <p>include, but are not limited to</p>	

Learning Outcomes

Changed	Field	Current Version	Proposed Version								
	Course Objectives	<ul style="list-style-type: none"> Discuss and examine the history and evolution of modern probation and parole. Describe and evaluate the elements of correctional investigation and pre-sentence court reports. Describe and compare the community and government agencies that affect the correctional investigation process. Describe and analyze selected issues affecting probation and parole practices. 	<ul style="list-style-type: none"> Discuss and examine the history and evolution of modern probation and parole. Describe and evaluate the elements of correctional investigation and pre-sentence court reports. Describe and compare the community and government agencies that affect the correctional investigation process. Describe and analyze selected issues affecting probation and parole practices. 								
	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Explain the evolution of modern probation and parole.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Explain the evolution of modern probation and parole.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Explain the evolution of modern probation and parole.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Explain the evolution of modern probation and parole.	Expected SLO Performance	0.0
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	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Analyze the affect that community agencies have had on correctional programs and procedures.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Analyze the affect that community agencies have had on correctional programs and procedures.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Analyze the affect that community agencies have had on correctional programs and procedures.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Analyze the affect that community agencies have had on correctional programs and procedures.	Expected SLO Performance	0.0
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Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Discuss and examine the history and evolution of modern probation and parole. <ol style="list-style-type: none"> 1. Modern probation and parole in perspective <ol style="list-style-type: none"> 1. The need for probation and parole 2. Probation and parole in theory and practice 3. Professional and ethical standards 2. The evolution of probation and parole <ol style="list-style-type: none"> 1. History of probation and parole practices 2. American contributions 3. Recent developments 3. Organization and operation of probation and parole systems <ol style="list-style-type: none"> 1. Federal 2. State 3. Local (County) 2. Describe and evaluate the elements of correctional investigation and pre-sentence court reports. <ol style="list-style-type: none"> 1. The adult pre-sentence investigation report <ol style="list-style-type: none"> 1. Elements 2. Proper format 3. Legal use 4. "Clear and Concise" 5. Proper terms 6. Judicial Council Rules 7. Recommendations 8. Victims 9. Restitution 2. The Juvenile Probation Report <ol style="list-style-type: none"> 1. Legal basis 2. Code description 3. The "System" (brief) 4. Format 5. Probation Officer discretion 6. Legal and personal confidentiality 7. Recommendations 3. Describe and compare the community and government agencies that affect the correctional investigation process. <ol style="list-style-type: none"> 1. Local 2. State 3. Federal 4. Describe and analyze selected issues affecting probation and parole 	<ol style="list-style-type: none"> 1. Discuss and examine the history and evolution of modern probation and parole. <ol style="list-style-type: none"> 1. Modern probation and parole in perspective <ol style="list-style-type: none"> 1. The need for probation and parole 2. Probation and parole in theory and practice 3. Professional and ethical standards 2. The evolution of probation and parole <ol style="list-style-type: none"> 1. History of probation and parole practices 2. American contributions 3. Recent developments 3. Organization and operation of probation and parole systems <ol style="list-style-type: none"> 1. Federal 2. State 3. Local (County) 2. Describe and evaluate the elements of correctional investigation and pre-sentence court reports. <ol style="list-style-type: none"> 1. The adult pre-sentence investigation report <ol style="list-style-type: none"> 1. Elements 2. Proper format 3. Legal use 4. "Clear and Concise" 5. Proper terms 6. Judicial Council Rules 7. Recommendations 8. Victims 9. Restitution 2. The Juvenile Probation Report <ol style="list-style-type: none"> 1. Legal basis 2. Code description 3. The "System" (brief) 4. Format 5. Probation Officer discretion 6. Legal and personal confidentiality 7. Recommendations 3. Describe and compare the community and government agencies that affect the correctional investigation process. <ol style="list-style-type: none"> 1. Local 2. State 3. Federal 4. Describe and analyze selected issues affecting probation and parole

Changed	Field	Current Version	Proposed Version
		practices. 1. Counseling vs Control 1. Counseling techniques 1. Individual 2. Group counseling 3. Religious counseling 4. Multicultural Considerations 2. Surveillance 2. Arming of agents and officers 3. Future trends and issues in probation and parole 1. Management 2. Diversion 3. The Rand Report 4. Prediction models 5. Computerization 6. Victim rights 7. Historically and currently marginalized communities.	practices. 1. Counseling vs Control 1. Counseling techniques 1. Individual 2. Group counseling 3. Religious counseling 4. Multicultural Considerations 2. Surveillance 2. Arming of agents and officers 3. Future trends and issues in probation and parole 1. Management 2. Diversion 3. The Rand Report 4. Prediction models 5. Computerization 6. Victim rights 7. Historically and currently marginalized communities.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	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.

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	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

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	METHODS OF EVALUATION: SECTION C: Participation in class discussions where students will show their understanding of the essentials of investigation and report writing
	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	METHODS OF EVALUATION: SECTION A: Oral and written assignments that demonstrate the students ability to investigate and write pre-sentence reports in accord with Court Rules.

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
	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
	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	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 078	ADMJ 078
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA


Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • (mc-changed 5-yr rev yr from 2019 to 2021 per redistribution) • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> • (mc-changed 5-yr rev yr from 2019 to 2021 per redistribution) • 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					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			11/02/2025	Basic Course Information	Course Description	Suggested	Consider a few small changes that help reframe this description from a student-centered perspective. For example, "Students in this course will gain essential knowledge surrounding the history and development of probation and parole systems, including current practices at the federal, state and local levels. They will practice investigation techniques needed for preparation of pre-sentence investigation reports, learn how to use these reports in the courts, and gain an understanding of probation and parole supervision and correctional institutions."	YES; Changes have been made

Changed	Questions	Current Version	Proposed Version
			<p data-bbox="781 138 951 163">11/02/2025 Basic</p> <p data-bbox="889 163 1008 212">Course Information</p> <p data-bbox="1008 138 1081 186">DEI Review</p> <p data-bbox="1114 138 1365 2022">Suggested Consider adding a few additional comments to the DEI statement that highlight additional equitable aspects of the course. For example, "Ensuring DEI appropriateness in the course promotes an inclusive learning environment that respects and values diverse perspectives and student backgrounds. Integrating IDEAA principles throughout the Course Outline of Record aligns with Title 5 updates, supporting equitable access and participation. These practices help create a respectful, welcoming atmosphere that benefits all students and enhances course effectiveness. The primary book, Corrections (Justice Series), 3rd Edition, incorporates a strong emphasis on equity by highlighting the importance of fair and just treatment within the criminal justice system. It explores systemic disparities, racial and social inequities, and the need for culturally responsive practices. The book aims to promote awareness of how equity issues affect policies, procedures,</p>
			<p data-bbox="1365 138 1487 233">YES; Took out the unnecessary information</p>

Changed	Questions	Current Version	Proposed Version															
			and outcomes in corrections, encouraging students to critically evaluate and advocate for justice and fairness in their careers and communities. Students gain knowledge of course content through a range of instructional modalities and are assessed through a variety of methods that cater to diverse learning styles, promoting multiple means of engagement, action, and expression. The course outline includes a discussion of historically and currently marginalized communities."															
	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	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Type of Field</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>12/2/25</td> <td>Matrix B</td> <td>Required</td> <td>Complete Matrix B for your English advisory. You do not need to fill every entry, only those that apply. Indicate where your entries can be found in eLumen</td> <td>YES</td> </tr> <tr> <td>1/26</td> <td>Matrix B</td> <td>Required</td> <td></td> <td>: YES: Numbers 2 & 3</td> </tr> </tbody> </table>	Date	Tab	Part - Type of Field	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	12/2/25	Matrix B	Required	Complete Matrix B for your English advisory. You do not need to fill every entry, only those that apply. Indicate where your entries can be found in eLumen	YES	1/26	Matrix B	Required		: YES: Numbers 2 & 3
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1/26	Matrix B	Required		: YES: Numbers 2 & 3														

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 7: Dean of Online Learning	No Value						
			3/5/26	Basic Course Information	Proposed Details - Attachments	Required	Reupload the DE forms as .pdf files. I cannot download and view in their current state.	YES
			3/17/26	Basic Course Information	Proposed Details - Attachments	Required	Hybrid form is correct now. Missing Online form. I believe I received your Online form through Adobe, but the final completed form must be attached here as well. Once I see it attached here, I can approve this workflow	YES: Online form submitted
			3/18/26	Basic Course Information	Proposed Details - Attachments	Required		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	ADMJD078.
	Distance Education Approved	No
	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

Changed	Field	Current Version
	Course Control Number	CCC000231882

Articulation

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


De Anza College
Change Report
 04/20/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
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
Req/Adv	Limitation(s) on Enrollment:
Req/Adv	Limitation(s) on Enrollment - Other:
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
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.)
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CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mary Clark Tillman	• Julie Keiffer-Lewis

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	AFAMD025.	AFAMD025.
	Course Control Number	CCC000624612	CCC000624612
	Course Title (CB02)	Introduction to Black Feminism	Introduction to Black Feminism
	Short Course Title	INTRO TO BLACK FEMINISM	INTRO TO BLACK FEMINISM
	TOP Code (CB03)	2201.10	2201.10 Women's Studies
	CIP Code	Women's Studies	05.0207 Women's Studies
	Department	AFAM - African American Studies	AFAM - African American Studies
	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 interdisciplinary, multi-perspective, critical analysis, and comparative study of Black Feminism. Students will examine some key theories and ideas of Black Feminism and Black Feminist Thought, including womanist theory, the theory of intersectionality, and standpoint theory. The course will consider how Black women have challenged the intersecting effects of racism, sexism, classism, colonialism, homophobia, media exploitation, and other forms of social violence. Students will read major works, learn to engage in critical dialogue, and articulate their own positions concerning the basic ideas and principles of Black Feminism. The values, experience, and cultural contributions of Black feminist and/or Black womanist individuals in the United States will be identified, examined, and authenticated.	This course is an interdisciplinary, multi-perspective, critical analysis, and comparative study of Black Feminism. Students will examine some key theories and ideas of Black Feminism and Black Feminist Thought, including womanist theory, the theory of intersectionality, and standpoint theory. The course will consider how Black women have challenged the intersecting effects of racism, sexism, classism, colonialism, homophobia, media exploitation, and other forms of social violence. Students will read major works, learn to engage in critical dialogue, and articulate their own positions concerning the basic ideas and principles of Black Feminism. The values, experience, and cultural contributions of Black feminist and/or Black womanist individuals in the United States will be identified, examined, and authenticated.
	Course Type (CB27)	<ul style="list-style-type: none"> • Lower Division 	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • Online • Hybrid 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course belongs on the A.A. degree in Intercultural Studies. It is UC/CSU transferable and meets the general education requirements for De Anza and Cal-GETC. This course introduces the student to the theoretical framework of Black feminism.	This course belongs on the A.A. degree in Intercultural Studies. It is UC/CSU transferable and meets the general education requirements for De Anza and Cal-GETC. This course introduces the student to the theoretical framework of Black feminism.

Stand-Alone Statement

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

Course Philosophy

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

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

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
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Mirrored Credit/Noncredit Course

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


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

Changed	Field	Current Version	Proposed Version
	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	<ul style="list-style-type: none"> • 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	<p><u>The Black Feminism course at De Anza College intentionally integrates Diversity, Equity, and Inclusion (DEI) throughout its course description, assignments, primary texts, methods of instruction, methods of evaluation, and course outline because DEI principles are central to Black feminist theory, history, and praxis. The course description explicitly frames Black Feminism as an intersectional field that examines race, gender, class, sexuality, ability, and power, signaling a commitment to inclusive and equity-centered analysis. Assignments are designed to cultivate critical thinking, reflexivity, and applied analysis of structural inequalities, encouraging students to engage with diverse perspectives and lived experiences while connecting theory to social practice. Primary texts prioritize Black feminist scholars, activists, and cultural producers whose work challenges dominant narratives and centers historically marginalized voices. The methods of instruction employ inclusive and culturally responsive pedagogies, such as dialogue-based learning, collaborative inquiry, and community-engaged approaches, to create an equitable learning environment that respects diverse identities and learning styles. Methods of evaluation are structured to assess student learning fairly by valuing multiple forms of knowledge production, including analytical writing, discussion, and creative or reflective work. The course outline systematically integrates DEI themes to ensure students develop a comprehensive understanding of Black Feminism as a framework for analyzing power, resistance, and social transformation. Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) Overall, embedding DEI across the Black Feminism course reflects both the intellectual foundations of the field and De Anza College's institutional commitment to equity, social justice, and inclusive excellence in higher education.</u></p>

More Options

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

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No 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 border="1"> <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 border="1"> <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)
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Associated Program		Cal-GETC (In Development)									
Award Type	Certificate of Achievement-Advanced (COA-A)										
	<table border="1"> <tr> <td>Associated Program</td> <td>Community Impact</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement (COA)</td> </tr> </table>	Associated Program	Community Impact	Award Type	Certificate of Achievement (COA)	<table border="1"> <tr> <td>Associated Program</td> <td>Community Impact</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement (COA)</td> </tr> </table>	Associated Program	Community Impact	Award Type	Certificate of Achievement (COA)	
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	<table border="1"> <tr> <td>Associated Program</td> <td>Leadership and Social Change (In Development)</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement (COA)</td> </tr> </table>	Associated Program	Leadership and Social Change (In Development)	Award Type	Certificate of Achievement (COA)	<table border="1"> <tr> <td>Associated Program</td> <td>Leadership and Social Change (In Development)</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement (COA)</td> </tr> </table>	Associated Program	Leadership and Social Change (In Development)	Award Type	Certificate of Achievement (COA)	
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	<table border="1"> <tr> <td>Associated Program</td> <td>Liberal Arts (Social and Behavioral Sciences Emphasis)</td> </tr> </table>	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	<table border="1"> <tr> <td>Associated Program</td> <td>Liberal Arts (Social and Behavioral Sciences Emphasis)</td> </tr> </table>	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)					
Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)										
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Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program 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 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

Changed	Field	Current Version	Proposed Version												
	GE Information														
		<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • CA3B - Approved. • CA4X - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	<ul style="list-style-type: none"> • CA3B - Approved. • CA4X - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • CA3B - Approved. • CA4X - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	<ul style="list-style-type: none"> • CA3B - Approved. • CA4X - Approved. 	-	No value
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		<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2G3X - Approved. • 2G4X - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2G3X - Approved. • 2G4X - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2G3X - Approved. • 2G4X - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2G3X - Approved. • 2G4X - Approved. 	-	No value
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-	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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>


Credit Units

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

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

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

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class exploration of Internet sites Homework and extended projects Collaborative learning and small group exercises Collaborative projects Quiz and examination review performed in class</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class exploration of Internet sites Homework and extended projects Collaborative learning and small group exercises Collaborative projects Quiz and examination review performed in class</p>

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Reading <ol style="list-style-type: none"> 1. Reading assignments from the textbook and outside sources. 2. Supplemental readings are assigned to provide more in-depth knowledge on specific topics and issues 2. Writing <ol style="list-style-type: none"> 1. Analytical essays. 2. One research paper displaying the ability of the student to gather information, analyze perspectives, and create a coherent argument based on factual evidence from researched sources. 3. Group Project <ol style="list-style-type: none"> 1. Students will participate in a group project in conjunction with a specific topic pertaining to the course 2. Each individual will write a paper analyzing the topic of their project. 4. Class Discussion <ol style="list-style-type: none"> 1. Students will actively participate in weekly class discussions on various topics throughout the course. 2. Students will analyze and discuss various media content shown via class. 	<ol style="list-style-type: none"> 1. Weekly Class Discussion on key topics and themes of the course. 2. Weekly Content Reflection on the provided weekly course content 3. Writing Assignments <ol style="list-style-type: none"> 1. Research paper, which will critically assess the role and contribution of significant personalities or critically analyze various events or developments. 2. A paper analyzing student's ability to synthesize course material and to discuss critically issues related to Black Feminism and Black Feminist Thought and identify one's own complicity in the production and perpetuation of social hierarchies. 4. Reading <ol style="list-style-type: none"> 1. Assigned readings that center the lives and experiences of Black and/or African Americans 2. Supplemental readings are assigned to provide more in-depth knowledge on specific topics and issues 5. Group Project <ol style="list-style-type: none"> 1. Students will participate in a group project in conjunction with a specific topic pertaining to the course 2. Each individual will write a paper analyzing the topic of their project 6. Interactive Class Discussions <ol style="list-style-type: none"> 1. Students will actively participate in weekly class discussions on various topics throughout the course 2. Students will reflect on and discuss what they are learning in the course 7. Civic participation and learning <ol style="list-style-type: none"> 1. Students will participate in an event outside of the classroom setting that connections to a theme of the course and engage with other participants at the event 2. Students will analyze their civic engagement experience by writing a reflective paper

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Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Writing assignments such as analytical essays and a research paper to evaluate student's ability to synthesize course material and to discuss critically issues related to Black Feminism and Black Feminist Thought.
2. Midterm and final exam with essay questions discussion content from lectures and readings to evaluate student's ability to provide a historical and aesthetic understanding of Black Feminism.
3. Small group projects and class discussions to evaluate the student's ability to analyze and apply an understanding of differing perspectives.

Methods of Evaluation

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Writing assignments such as analytical essays and a research paper to evaluate student's ability to synthesize course material and to discuss critically issues related to Black Feminism and Black Feminist Thought. 2. Midterm and final exam with essay questions discussion content from lectures and readings to evaluate student's ability to provide a historical and aesthetic understanding of Black Feminism. 3. Projects and presentations will be used as summative assessments to gauge students' abilities to apply course concepts in creative and practical ways. These assignments will involve independent research, creative expression, or problem-solving activities that are presented to the class. Evaluation criteria will include originality, content depth, organization, and presentation delivery. Students will receive detailed feedback to refine both their project development and presentation skills. 4. Class discussions will serve as a continuous formative assessment of students' engagement, collaboration, and critical thinking. Active participation will be

Changed	Field	Current Version	Proposed Version
			<p>evaluated based on consistency, insightfulness, and quality of contributions to the discussion. Corrective feedback will be provided to enhance students' discussion strategies and to encourage deeper analytical engagement with the material and with peers.</p> <p>5. Written assignments will assess students' written communication and critical thinking through essays and analytical papers. These assignments will challenge students to interpret readings, articulate arguments, and integrate course concepts. Grading will be based on content quality, organization, clarity, grammar, and use of evidence, with feedback aimed at promoting writing excellence and the development of sophisticated analytical perspectives.</p> <p>6. Final Exam/Project/Paper providing a comprehensive summative assessment of students' cumulative learning. This component may take the form of a traditional exam, a research project, or a major paper, depending on the instructional approach. It will be evaluated on</p>

Changed	Field	Current Version	Proposed Version
			<p>the basis of content accuracy, analytical depth, coherence, and adherence to assignment guidelines. Feedback will be provided to support students' reflective learning and preparation for future academic or professional endeavors.</p>
!	<p>Essential Student Materials/Essential College Facilities</p>	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None. <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • None. 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • None

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

Title	No value
Author	Guy-Sheftall, Beverly, ed. Words of Fire: An Anthology of African American Feminist Thought. Introduction. New York: The New Press, 2011.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Cooper, Brittney C. Eloquent Rage: A Black Feminist Discovers Her Superpower, New York: St. Martin's Press, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Taylor, K. How we get free: Black feminism and the Combahee River Collective, Chicago: Haymarket Books, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Collins, Patricia Hill. Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment. Boston: UnwinHyman, 1990.

Title	Words of Fire: An Anthology of African American Feminist Thought. Introduction.
Author	Guy-Sheftall, Beverly, ed.
Publisher	The New Press
Date/Edition	2011
ISBN	9781565842564

Title	How we get free: Black feminism and the Combahee River Collective
Author	Taylor, Keeanga-Yamahtta
Publisher	Haymarket Books
Date/Edition	2017
ISBN	978-608468683

Title	Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment
Author	Collins, Patricia Hill.
Publisher	UnwinHyman
Date/Edition	2022/30th Anniversary
ISBN	9781032157832

Title	Ain't I a woman : Black women and feminism
Author	hooks, bell.
Publisher	South End Press
Date/Edition	2014/ 2nd Edition
ISBN	9781138821514

Title	A Black Women's History of the United States
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Changed Field

Current Version

Proposed Version

Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Hooks, Bell. Ain't I a woman : Black women and feminism. Boston, MA: South End Press, 1981.
Publisher	No value
Date/Edition	No value
ISBN	No value

Author	Berry, D. R., & Gross, K. N.
Publisher	Beacon Press
Date/Edition	2020
ISBN	9780807033555

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



Suggested Reading List

No value

Reading List Hooks, Bell. Feminist theory from margin to center. Boston, MA: South End Press, 1984.

May include, but are not limited to No value

Reading List Hooks, Bell. Talking back: thinking feminist, thinking black. Boston, MA: South End Press, 1989.

May include, but are not limited to No value

Reading List Bowen, Angela. "Take Your Pageant and Shove It." In Radically Speaking: Feminism Reclaimed, ed. Diane Bell and Renate Klein. North Melbourne, Australia: Spinifex Press, 1996.

May include, but are not limited to No value

Reading List Brown, Ruth Nicole. Black Girlhood Celebration: Toward a Hip-Hop Feminist Pedagogy. New York: Peter Lang, 2009.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		<p>Reading List Sharpley-Whiting, T. Denean. Pimps Up, Ho's Down: Hip Hop's Hold on Young Black Women. New York: New York University Press, 2007.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Sharpley-Whiting, T. Denean. Pimps Up, Ho's Down: Hip Hop's Hold on Young Black Women. New York: New York University Press, 2007.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Bailey, Moya and Alexis Pauline Gumbs. "We Are the Ones we've Been Waiting For: Young Black Feminists Take Their Research and Activism Online." Ms. 20, no. 1 (Winter 2010): 41-42.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Coleman, Robin Means. "'ROLL UP YOUR SLEEVES!' Black Women, Black Feminism in Feminist Media Studies." Feminist Media Studies 11, no. 1 (2011): 35-41.</p>	

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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List Allen, Carol. Black Women Intellectuals: Strategies of Nation, Family, and Neighborhood in the Works of Pauline Hopkins, Jessie Fauset, and Marita Bonner. New York: Garland, 1998.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List Byrd, Rudolph P., Johnnetta Betsch Cole, and Beverly Guy-Sheftall. I am Your Sister: Collected and Unpublished Writings of Audre Lorde. New York: Oxford University Press, 2009.</p>	
--	--	---	--

		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List Harris, Laura Alexander. "Queer Black Feminism: The Pleasure Principle." Feminist Review 4, no. 4 (1996): 3-30.</p>	
--	--	--	--

		<p>May include, but are not limited to</p> <p>No value</p>	
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Changed	Field	Current Version	Proposed Version
		<p>Reading List Lorde, Audre. I Am Your Sister: Black Women Organizing Across Sexualities. Latham, NY: Kitchen Table, Women of Color Press, 1986.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Cooper, Denise. "Hip Hop Feminism: From Bitches to Queens and the Varied Experiences in Between." In Voices of a New Generation: A Feminist Anthology, eds. Sara Weir and Constance Faulkner. Boston: Pearson, 2004.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Crenshaw, Kimberle. "Beyond Racism and Misogyny: Black Feminism and the 2 Live Crew." Boston Review 16, no. 6 (1991): 6-33.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Wallace, Michele. "When Black Feminism Faces the Music and the Music is Rap." New York Times 29 July 1990, 12.</p>	

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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List Brooks, Evelyn. "The Feminist Theology of the Black Baptist Church, 1880-1900 (1980)." In <i>Class, Race, and Sex: The Dynamics of Control</i>, eds. Amy Swerdlow and Hanna Lessinger. Boston: G.K. Hall, 1983.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List Cole Johnnetta Betsch and Beverly Guy-Sheftall. <i>Gender Talk: The Struggle for Women's Equality in African American Communities</i>. New York: One World Ballantine Books, 2003.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List Douglas, Kelly Brown. <i>Sexuality and the Black Church: A Womanist Perspective</i>. Maryknoll, NY: Orbis, 1999.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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Changed	Field	Current Version	Proposed Version
		<p>Reading List McClaurin, Irma, ed. Black Feminist Anthropology: Theory, Politics, Praxis, and Poetics. New Brunswick: Rutgers University Press, 2001.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Mullings, Leith. "African-American Women Making Themselves: Notes on the Role of Black Feminist Research." Souls 2, no. 4 (Fall 2000): 18-29.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List James, Joy and T. Denean Sharpley-Whiting. "The Black Feminist Reader." New York: Wiley-Blackwell, 2000.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Burack, Cynthia. Healing Identities: Black Feminist Thought and the Politics of Groups. Ithaca, NY: Cornell University Press, 2004.</p>	
		<p>May include, but are not limited to No value</p>	

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


Reading List Combahee River Collective. The Combahee River Collective Statement: Black Feminist Organizing in the 1970s and 1980s. Lanham, New York: Kitchen Table, Women of Color Press, 1986.

May include, but are not limited to No value

Reading List Guy-Sheftall, Beverly. "African American Women: The Legacy of Black Feminism." In Sisterhood is Forever: The Women's Anthology for a New Millennium, New York: Washington Square Press, 2003.

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Examine the historical roots of Black Feminism in the United States. • Analyze the historical, social, and cultural roles that gender, race, and identity play within institutions in the United States and learn how Black feminist navigate these roles. • Explore the intersection of Black feminist thought between dominant-culture feminist theory and Black racial identity. • Develop a critical consciousness around issues of gender, race, sexuality, and class on an individual and institutional level. • Examine the civic engagement of Black feminist in social, cultural, and political institutions in the United States. • Synthesize the course material in order to analyze and understand one's own social position and ways of transforming it 	<ul style="list-style-type: none"> • Examine the historical roots of Black Feminism in the United States. • Analyze the historical, social, and cultural roles that gender, race, and identity play within institutions in the United States and learn how Black feminist navigate these roles. • Explore the intersection of Black feminist thought between dominant-culture feminist theory and Black racial identity. • Develop a critical consciousness around issues of gender, race, sexuality, and class on an individual and institutional level. • Examine the civic engagement of Black feminist in social, cultural, and political institutions in the United States. • Synthesize the course material in order to analyze and understand one's own social position and ways of transforming it.

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	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Demonstrate an awareness of some of the key theories and concepts of Black feminism.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Demonstrate an awareness of some of the key theories and concepts of Black feminism.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Demonstrate an awareness of some of the key theories and concepts of Black feminism.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Demonstrate an awareness of some of the key theories and concepts of Black feminism.	Expected SLO Performance	0.0
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CSLOs	Analyze and articulate current issues from a Black feminist perspective.										
Expected SLO Performance	0.0										
		<table border="1"> <tr> <td>CSLOs</td> <td>Research local organizations which support the goals of Black women, and engage in community activities.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Research local organizations which support the goals of Black women, and engage in community activities.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Research local organizations which support the goals of Black women, and engage in community activities.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Research local organizations which support the goals of Black women, and engage in community activities.	Expected SLO Performance	0.0
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Expected SLO Performance	0.0										
CSLOs	Research local organizations which support the goals of Black women, and engage in community activities.										
Expected SLO Performance	0.0										

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Examine the historical roots of Black Feminism in the United States. <ol style="list-style-type: none"> 1. Understand social constructions of identity. 2. Learn the conceptual history of the terms "feminism" and "feminist." 3. Understand the role of Black feminism in the Civil Rights Movement. 4. Understand the role of Black feminism in the Women's Liberation Movement. 2. Analyze the historical, social, and cultural roles that gender, race, and identity play within institutions in the United States and learn how Black feminists navigate these roles. <ol style="list-style-type: none"> 1. Consider how Black feminism has affected the categories of "woman," "gender," "blackness," and "politics." 2. Understand the social foundations of Black feminist thought. 3. Analyze major Black feminist thinkers. 4. Consider how Black feminists have resisted rage, alienation, and oppression. 3. Explore the intersection of Black feminist thought between dominant-culture feminist theory and Black racial identity. <ol style="list-style-type: none"> 1. Examine racism and its impact on the identity development of Black feminism and Black feminist. 2. Evaluate sexism and its impact on the identity development of Black feminism and Black feminist. 3. Critique intersecting oppressions and its impact on the identity development of Black feminism and Black feminist. 4. Understand internalized oppression and its impact on the identity development of Black feminism and Black feminist. 4. Develop a critical consciousness around issues of gender, race, 	<ol style="list-style-type: none"> 1. Examine the historical roots of Black Feminism in the United States. <ol style="list-style-type: none"> 1. Understand social constructions of identity. 2. Learn the conceptual history of the terms "feminism" and "feminist." 3. Understand the role of Black feminism in the Civil Rights Movement. 4. Understand the role of Black feminism in the Women's Liberation Movement. 2. Analyze the historical, social, and cultural roles that gender, race, and identity play within institutions in the United States and learn how Black feminists navigate these roles. <ol style="list-style-type: none"> 1. Consider how Black feminism has affected the categories of "woman," "gender," "blackness," and "politics." 2. Understand the social foundations of Black feminist thought. 3. Analyze major Black feminist thinkers. 4. Consider how Black feminists have resisted rage, alienation, and oppression. 3. Explore the intersection of Black feminist thought between dominant-culture feminist theory and Black racial identity. <ol style="list-style-type: none"> 1. Examine racism and its impact on the identity development of Black feminism and Black feminist. 2. Evaluate sexism and its impact on the identity development of Black feminism and Black feminist. 3. Critique intersecting oppressions and its impact on the identity development of Black feminism and Black feminist. 4. Understand internalized oppression and its impact on the identity development of Black feminism and Black feminist. 4. Develop a critical consciousness around issues of gender, race,

Changed	Field	Current Version	Proposed Version
		sexuality, and class on an individual and institutional level. <ol style="list-style-type: none"> 1. Examine the influences of privilege and oppression on the lives of Black women and their varied responses from a historical and contemporary perspective. 2. Identify one's own complicity in the production and perpetuation of social hierarchies. 5. Examine the civic engagement of Black feminists in social, cultural, and political institutions in the United States. <ol style="list-style-type: none"> 1. Understand the role of Black feminism in larger social justice issues grounded in the United States. 2. Assess the diversity and commonality among Black women intellectuals, both academic and nonacademic 6. Synthesize the course material in order to analyze and understand one's own social position and ways of transforming it <ol style="list-style-type: none"> 1. Reflect a sense of self 2. Reflect on one's socialization process around concepts of feminism, gender roles, racism, and critical analysis. 	sexuality, and class on an individual and institutional level. <ol style="list-style-type: none"> 1. Examine the influences of privilege and oppression on the lives of Black women and their varied responses from a historical and contemporary perspective. 2. Identify one's own complicity in the production and perpetuation of social hierarchies. 5. Examine the civic engagement of Black feminists in social, cultural, and political institutions in the United States. <ol style="list-style-type: none"> 1. Understand the role of Black feminism in larger social justice issues grounded in the United States. 2. Assess the diversity and commonality among Black women intellectuals, both academic and nonacademic 6. Synthesize the course material in order to analyze and understand one's own social position and ways of transforming it. <ol style="list-style-type: none"> 1. Reflect a sense of self 2. Reflect on one's socialization process around concepts of feminism, gender roles, racism, and critical analysis.
	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
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Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

No Value

No Value

Corequisite(s):

No Value

No Value

Advisory(ies):

ENGL C1000 or ENGL C1000H or ESL D005.

ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

No Value



Limitation(s) on Enrollment:

(Not open to students with credit in the cross-listed course(s).)

No Value



Limitation(s) on Enrollment - Other:

(Also listed as WMST D025.)

No Value

Entrance Skills(s):

No Value

No Value

Entrance Skill(s) - Other:

No Value

No Value

General Course Statement(s):

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






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

General Course Statement(s) - Other:

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignments A. Weekly Class Discussion on key topics and themes of the course; B. Weekly Content Reflection on the provided weekly course content
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments C2: A paper analyzing student's ability to synthesize course material and to discuss critically issues related to Black Feminism and Black Feminist Thought and identify one's own complicity in the production and perpetuation of social hierarchies.
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignments C1: Research paper, which will critically assess the role and contribution of significant personalities or critically analyze various events or developments.
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments B: Weekly Content Reflection on the provided weekly course content.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Outline B: Analyze the historical, social, and cultural roles that gender, race, and identity play within institutions in the United States and learn how Black feminists navigate these roles.

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

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 A: Examine the historical roots of Black Feminism 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	Oral Communication: Assignments A. Weekly Class Discussion on key topics and themes of the course.; Written communication: Assignments B. Weekly Content Reflection on the provided weekly course content; Collaborative Exercises: Assignments A. Weekly Class Discussion on key topics and themes of the course.
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline C: Explore the intersection of Black feminist thought between dominant-culture feminist theory and Black racial identity.



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 B: Analyze the historical, social, and cultural roles that gender, race, and identity play within institutions in the United States and learn how Black feminists navigate these roles.
	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: Analyze the historical, social, and cultural roles that gender, race, and identity play within institutions in the United States and learn how Black feminists navigate these roles.
	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 D1: Examine the influences of privilege and oppression on the lives of Black women and their varied responses from a historical and contemporary perspective.

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)	WMST 025; AFAM 025	WMST 025; AFAM 025
	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	WMST 25 (P); AFAM 25 (C)	WMST 25 (P); AFAM 25 (C)

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	11/26/2019	No Value
	Hybrid Approval Date (MM/DD/YYYY)	11/26/2019	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Minor revisions to meet CSU GE, Area F only and new AFAM 25 cross-listing appr. 1/12/21 (effect. F21).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Tech Change - Became parent course in x-list appr. 5/30/23 (effect. F24).-mkct • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct 	<ul style="list-style-type: none"> • Minor revisions to meet CSU GE, Area F only and new AFAM 25 cross-listing appr. 1/12/21 (effect. F21).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Tech Change - Became parent course in x-list appr. 5/30/23 (effect. F24).-mkct • 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
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			02/11/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course.	Y

Changed	Questions	Current Version	Proposed Version
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			Thanks for providing these examples of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (i.e., 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 instructor response box. Please also let me know if your textbook is low cost (i.e., under \$50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.
02/11/2026	Specifications	Examples of Primary Texts and References	Required 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 instructor response box. Please also let me know if your textbook is low cost (i.e., under \$50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.

Changed	Questions	Current Version	Proposed Version					
			02/11/2026	Specifications of Primary Texts and References	Suggested	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.). If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this detailed list of evaluation methods! For any of these methods, can/do instructors provide examples of strong and/or successful assignments	Y
			02/11/2026	Specifications	Suggested	Methods of Evaluation	to clarify expectations for all students when possible and appropriate? If so, consider noting this for the relevant assignment. If not appropriate, please disregard.	Y
	Stage 4: Articulation Officer	No Value						Initiator - Indicate "Y" When Completed or Initiator's Response
			03/07/26	Specifications	Suggested	Required	The Curriculum Committee had decided that this section would only be for Literature Courses. You would want to delete this section. I'm so sorry; it's a beautiful list!	Y (No worries!)
	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	AFAMD025.
	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
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000624612

Articulation

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

De Anza College
Change Report
 04/20/2026



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
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.)
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	<ul style="list-style-type: none"> Mary Clark Tillman 	<ul style="list-style-type: none"> Elizabeth Mjelde

Changed	Field	Current Version	Proposed Version
	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 <u>2027</u>
	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)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	No value
	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 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
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	Is this a mirrored credit/noncredit course?	No	No
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Cross-listed Course

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


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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <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 border="1"> <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
Associated Program		Art History for Transfer									
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Award Type		Associate in Arts for Transfer (A.A.-T.) Degree									
		<table border="1"> <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 border="1"> <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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		<table border="1"> <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 border="1"> <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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	<table border="1"> <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 border="1"> <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)										
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Award Type	Certificate of Achievement-Advanced (COA-A)										
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Associated Program	Film/TV: Production										
Award Type	Associate in Arts (A.A.) Degree										
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Award Type	Associate in Arts (A.A.) Degree										

Changed Field

Current Version

Proposed Version

Associated Program	Film/TV: Production
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Screenwriting
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Screenwriting
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Screenwriting
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Screenwriting
Award Type	Associate in Arts (A.A.) Degree

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

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

Associated Program	Illustration
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Illustration
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Liberal Arts (Arts and Letters Emphasis)
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Associated Program	Liberal Arts (Arts and Letters Emphasis)
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Changed Field

Current Version

Proposed Version

Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Painting	Associated Program	Painting
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Painting (In Development)	Associated Program	Painting (In Development)
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
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 (In Development)	Associated Program	UI/UX: User Interface/User Experience Design (In Development)

Changed	Field	Current Version	Proposed Version
		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 (In Development)	Associated Program UI/UX: User Interface/User Experience Design (In Development)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
	GE Information	System/Institution Cal-GETC	System/Institution Cal-GETC
		Area(s) <ul style="list-style-type: none"> CA3A - Approved. 	Area(s) <ul style="list-style-type: none"> CA3A - Approved.
		- No value	- No value
		System/Institution De Anza GE	System/Institution De Anza GE
		Area(s) <ul style="list-style-type: none"> 2G3X - Approved. 	Area(s) <ul style="list-style-type: none"> 2G3X - Approved.
		- No value	- No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	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.

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


Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>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</p>	<p>Methods of Instruction</p> <p>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</p>

Changed	Field	Current Version	Proposed Version
!	Assignments	<ol style="list-style-type: none"> 1. Required reading assignments from primary source documents and secondary sources. 2. Written assignment: A term paper which requires visual analysis of original works of art 	<p>A. Image presentations</p> <ol style="list-style-type: none"> 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 <p>B. Assigned reading</p> <ol style="list-style-type: none"> 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 <p>C. Writing</p> <ol style="list-style-type: none"> 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
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Methods of Evaluation


Methods of Evaluation

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 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) 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> A. 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). B. 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. C. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills. D. Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.

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

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: <ul style="list-style-type: none">• None. Essential College Facilities: <ul style="list-style-type: none">• None.	Essential Student Materials: <ul style="list-style-type: none">• None. Essential College Facilities: <ul style="list-style-type: none">• 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
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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, Flores, San Martín, and Charlene Villaseñor Black, eds.

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

Publisher	Abingdon, Oxfordshire: Routledge
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Date/Edition	2024
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ISBN	No value
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Title	Art History Now: Objects, Concepts, Approaches
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Author	Johnson, Geraldine A., ed.
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Publisher	Abingdon, Oxfordshire: Routledge
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Date/Edition	2026
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ISBN	No value
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Title	Nonconformers: A New History of Self-Taught Artists
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Author	Slominski, Lisa.
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Publisher	New Haven: Yale University Press
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Date/Edition	2022
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ISBN	No value
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Changed	Field	Current Version	Proposed Version
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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

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

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

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

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

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

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
		<p>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.</p>	
		<p>May include, but are not limited to</p>	
		<p>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.</p>	
		<p>May include, but are not limited to</p>	
		<p>Reading List Davis, Heather and Etienne Turpin. "Art in the Anthropocene: Encounters Among Aesthetics, Politics, Environments, and Epistemologies." London: Open Humanities Press, 2015.</p>	

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Lippard, Lucy, et al. "Weather Report: Art and Climate Change." Boulder, CO: Boulder Museum of Contemporary Art, 2007.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Brodsky, Judith, et al. "The Fertile Crescent: Gender, Art, and Society." New Brunswick, NJ: Rutgers University Institute for Women and Art, 2012.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Jones, Amelia and Erin Silver, eds. "Otherwise: Imagining Queer Feminist Art Histories." Manchester: Manchester University Press, 2016.</p>	

Changed	Field	Current Version	Proposed Version
		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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 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 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 demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting 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 Students will investigate different techniques utilized in the production of art through written analysis based on firsthand observation of original art objects.

Changed Field

Current Version

Proposed Version

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Discuss the function of works of art relative to their original environment <ol style="list-style-type: none"> 1. Works of art produced in relation to institutions <ol style="list-style-type: none"> 1. Empires, nations, governments, and political propaganda 2. Religious imagery 3. Academia and art 2. Art generated for private rather than public spaces 3. Art criticism and methodology 2. Develop visual thinking skills through stylistic and formal analysis of elements and principles <ol style="list-style-type: none"> 1. Style <ol style="list-style-type: none"> 1. Naturalism 2. Abstraction 3. Idealization 2. Visual elements of art <ol style="list-style-type: none"> 1. Line 2. Shape and mass 3. Light, value, and color 4. Texture 5. Space 6. Time and motion 3. Principles of design <ol style="list-style-type: none"> 1. Unity and variety 2. Balance 3. Emphasis and focal point 4. Proportion and scale 5. Rhythm 3. Explore different media used by artists to produce works of art <ol style="list-style-type: none"> 1. Two-dimensional media <ol style="list-style-type: none"> 1. Materials and methods of drawing 2. Materials and methods of painting 3. Materials and methods of 	<ol style="list-style-type: none"> A. 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. <ol style="list-style-type: none"> 1. Artist training <ol style="list-style-type: none"> a. Workshops and apprenticeships b. Development of art academies c. Community-trained and self-taught artists 2. Technical production <ol style="list-style-type: none"> a. Materials, tools, and techniques of two-dimensional art b. Materials, tools, and techniques of three-dimensional art 3. Subject matter <ol style="list-style-type: none"> a. Landscape b. Portraiture c. Genre d. History e. Still life f. Nonrepresentational art B. 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. <ol style="list-style-type: none"> 1. Original function(s) of art <ol style="list-style-type: none"> a. Art for civic, institutional, or public use b. Art for devotional, domestic, or private use c. Art made for personal use by artists 2. Ongoing patterns of reception <ol style="list-style-type: none"> a. In the art market b. In curated exhibitions, including museums, galleries, and large-scale biennials

Changed	Field	Current Version	Proposed Version
		<ul style="list-style-type: none"> printmaking 2. Three-dimensional media <ul style="list-style-type: none"> 1. Methods of sculpture 2. Materials of sculpture 4. Analyze the social experiences of artists <ul style="list-style-type: none"> 1. Social theory and artistic experience <ul style="list-style-type: none"> 1. Economic status and classism 2. Ethnicity and racism 3. Gender and sexism 2. Artist/patron agreements and expectations 5. Compare and contrast works of art produced in different cultures <ul style="list-style-type: none"> 1. Social experiences of artists 2. Uses of materials and tools in the production of works of art 3. Approaches to elements of art and principles of design 4. Function(s) of art in its original environment 	<ul style="list-style-type: none"> 3. Artists and patrons <ul style="list-style-type: none"> a. Artists working with representatives of public institutions b. Artists working with private individuals C. Evaluate methodology used to interpret art, through application of traditional, emerging, and critical theory approaches used by art historians. <ul style="list-style-type: none"> 1. Traditional and emerging methods of art history <ul style="list-style-type: none"> a. Formal analysis b. Stylistic analysis c. Connoisseurship d. Iconography, iconology, and semiotics e. Ecocritical art history 2. Critical theory <ul style="list-style-type: none"> a. Feminist art history, gender studies, and queer studies b. Marxist art history and material culture studies c. Critical race art history d. Postcolonial and colonial discourse theories e. 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
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

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

No Value

No Value

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

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

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.)

Changed	Questions	Current Version	Proposed Version
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General Course Statement(s) - Other:

No Value

No Value

A-Matrix Form

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

No Value

No Value



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

No Value



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

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

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



No Value




No Value


H-Matrix Form

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline C: Evaluate methodology used to interpret art, through application of traditional, emerging, and critical theory approaches used by art historians.</p>
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>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.</p>

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	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.

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 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

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)	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	11/12/2019
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -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
		No Value	Date	Tab	Part - Field	Type of Edit	Edit		
	Stage 3: DEI		3/26/2026	Specifications	Examples of Primary Texts and References	Required	<p>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.</p>	<p>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.</p>	

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

<p>3/26/2026 Specifications</p>	<p>Examples of Primary Texts and References</p>	<p>Suggested explanations of technical terms, etc.)? If</p>	<p>Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Do assignments 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.</p>
<p>3/26/2026 Specifications</p>	<p>Assignments</p>	<p>Suggested</p>	<p>The "DEI Review" statement has been revised in response to the suggestion.</p>
<p>3/26/2026 Specifications</p>	<p>Assignments</p>	<p>Suggested</p>	<p>Assignment "C2" has been revised in response to the suggestion.</p>

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.
	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	ARTSD001A
	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	CCC000016379

Articulation

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

De Anza College
Change Report
 04/20/2026



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
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.)
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	<ul style="list-style-type: none"> Mary Clark Tillman 	<ul style="list-style-type: none"> Elizabeth Mjelde

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

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	No value
	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 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
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	Is this a mirrored credit/noncredit course?	No	No
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Cross-listed Course

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


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

	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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Art History</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	Associated Program	Art History	Award Type	Associate in Arts (A.A.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Art History</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts (A.A.) Degree</td> </tr> </table>	Associated Program	Art History	Award Type	Associate in Arts (A.A.) Degree
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	<table border="1"> <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 border="1"> <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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Changed	Field	Current Version	Proposed Version
		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

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

Changed	Field	Current Version	Proposed Version												
	Transfer Status	Approved	Approved												
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> CA3A - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	<ul style="list-style-type: none"> CA3A - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> CA3A - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	<ul style="list-style-type: none"> CA3A - Approved. 	-	No value
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-	No value														
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System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none"> 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

Changed	Field	Current Version	Proposed Version
	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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

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

Changed	Field	Current Version	Proposed Version
	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
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	Methods of Instruction	<p>Methods of Instruction</p> <hr/> <p>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</p>	<p>Methods of Instruction</p> <hr/> <p>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</p>
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Changed	Field	Current Version	Proposed Version
!	Assignments	<ol style="list-style-type: none"> 1. Required reading from the texts 2. Written assignment. 	<p>A. Image presentations</p> <ol style="list-style-type: none"> 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 cross-cultural juxtaposition of architecture and ideas to explore patterns of production and reception <p>B. Readings</p> <ol style="list-style-type: none"> 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 <p>C. Writing</p> <ol style="list-style-type: none"> 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
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Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 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 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> A. 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). B. 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. C. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills. D. Analysis or research paper to assess critical analysis of original work(s) of architecture


Changed Field

Current Version

Proposed Version

architecture contextualized in relation to 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.

observed firsthand.

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

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

Publisher	Columbus, Ohio: McGraw Hill
Date/Edition	2023, sixth edition
ISBN	No value

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

Changed Field

Current Version

Proposed Version

Changed	Field	Current Version	Proposed Version
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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.

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

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.

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to No value</p>	
		<p>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.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Friedman, Alice. "Women and the Making of the Modern House." New York: Abrams, 1998.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Desai, Madhavi and Medi Desai. "The Bungalow in Twentieth-Century India." Abingdon, Oxfordshire and New York: Routledge, 2016.</p>	

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

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.

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to</p>	
		<p>Reading List Michell, George, et al. "Architecture of the Islamic World." New edition. New York: Thames and Hudson, 1995.</p>	
		<p>May include, but are not limited to</p>	
		<p>Reading List Prussin, Labelle. "African Nomadic Architecture: Space, Place, and Gender." Washington, D.C.: Smithsonian Books, 1997.</p>	
		<p>May include, but are not limited to</p>	
		<p>Reading List Rendell, Jane, et al. "Gender Space Architecture: An Interdisciplinary Introduction." London and New York: Routledge, 1999.</p>	

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to</p>	
		<p>Reading List Rowe, Peter C., and Seng Kuan. "Architectural Encounters with Essence and Form in Modern China." Cambridge, MA: The MIT Press, 2002.</p>	
		<p>May include, but are not limited to</p>	
		<p>Reading List Patricios, Nicholas. "The Sacred Architecture of Byzantium: Art, Liturgy and Symbolism in Early Christian Churches." London: I.B. Tauris, 2014.</p>	
		<p>May include, but are not limited to</p>	
		<p>Reading List Villela, Khristaan, et al. "Contemporary Mexican Design and Architecture." Layton, UT: Gibbs Smith Publishers, 2002.</p>	

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

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.

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Espejel, Carmen. "Women Architects in the Modern Movement." Abingdon, Oxfordshire and New York: Routledge, 2018.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Crouch, Dora P. and June G. Johnson. "Traditions in Architecture: Africa, America, Asia, and Oceania." New York: Oxford University Press, 2001.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Sowinski, Suzanne. "A History of Sustainable Architecture: Design Fundamentals." Philadelphia: Eco Press, 2017.</p>	

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

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

Changed Field Current Version Proposed Version



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 Students will 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 Students will 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.

CSLOs Students will investigate different techniques utilized in the production of architecture through written analysis based on firsthand observation of architecture.

Changed	Field	Current Version	Proposed Version
		Expected 0.0 SLO Performance	Expected 0.0 SLO Performance

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Describe, analyze, compare, and contrast the structural/engineering methods employed in architecture worldwide with a discussion of their aesthetic ramifications <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 1. Wood 2. Adobe and brick 3. Stone 4. Cast iron, steel, glass, and concrete 3. Analyze the social experiences of architects <ol style="list-style-type: none"> 1. Social status and classism 2. Ethnicity and racism 3. Gender and sexism 	<ol style="list-style-type: none"> A. 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. <ol style="list-style-type: none"> 1. Architectural training <ol style="list-style-type: none"> a. Workshops, apprenticeships, and craftsmen b. The academy c. Self-taught architects 2. Innovation and continuity in production <ol style="list-style-type: none"> a. Design practices b. Construction practices c. Building materials and tools B. 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. <ol style="list-style-type: none"> 1. Functions of architecture <ol style="list-style-type: none"> a. Architecture for civic, institutional, or public use b. Architecture for devotional, familial, or private use c. Monuments and memorials as architectural practice d. Landscape design and garden history as architectural practice e. Architecture made for personal use by architects 2. Architects and patrons <ol style="list-style-type: none"> a. Architects working with representatives of public institutions b. Architects working with private individuals C. Evaluate methodology used to interpret architecture, through application of traditional, emerging, and critical theory approaches used

Changed	Field	Current Version	Proposed Version
		4. Discuss, analyze, compare, and contrast the relationship between the form of a building and its function <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 	by architectural historians. <ol style="list-style-type: none"> 1. Traditional and emerging methods of architectural history <ol style="list-style-type: none"> a. Formal analysis of drawings, plans, and models b. Stylistic analysis c. Archaeology and site analysis d. Heritage studies and historic preservation e. Ecocritical architectural theory, the environmental humanities, and climate crisis 2. Critical theory <ol style="list-style-type: none"> a. Feminist architecture b. Critical race architecture d. Postcolonial and colonial discourse theories e. 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
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

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

No Value

No Value

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

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

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.)

Changed	Questions	Current Version	Proposed Version
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	General Course Statement(s) - Other:	No Value	No Value
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A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays
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	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
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Changed	Questions	Current Version	Proposed Version
	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
	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
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

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



No Value




No Value


H-Matrix Form

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Outline C: Evaluate methodology used to interpret architecture, through application of traditional, emerging, and critical theory approaches used by architectural historians.
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	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

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)	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	11/12/2019
	Hybrid Approval Date (MM/DD/YYYY)	11/12/2019	11/12/2019

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -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 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.**

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.

Changed Questions Current Version Proposed Version

		<p>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.</p>
<p>3/26/2026 Specifications</p>	<p>Examples of Primary Texts and References</p>	<p>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.</p>
<p>3/26/2026 Specifications</p>	<p>Assignments</p>	<p>Response: Assignment "C2" has been revised in response to the suggestion.</p>

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.

3/26/2026 Specifications Methods of Evaluation Suggested

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

**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
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	Curriculum ID	ARTSD001B
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	Nov 12, 2019 12:00:00 AM
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	Time to Next Review	Sep 1, 2025 12:00:00 AM
--	----------------------------	-------------------------

	External Review Approval Date	Sep 1, 2020 12:00:00 AM
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	Course Control Number	CCC000237323
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Articulation

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

	Course Crosswalk CRS-NUMBER	
--	------------------------------------	--

De Anza College
Change Report
 04/20/2026

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
Course Outline	Lab Outline
Req/Adv	Advisory(ies) - Other:
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
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 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	<ul style="list-style-type: none"> Shameka Walker 	<ul style="list-style-type: none"> Julie Hughes Huang, Meiru
	Course ID (CB01A and CB01B)	ARTSD004C	ARTSD004C
	Course Control Number	CCC000565016	CCC000565016
	Course Title (CB02)	Life Drawing	Life Drawing
	Short Course Title	LIFE DRAWING	LIFE DRAWING
	TOP Code (CB03)	1002.10	1002.10 Painting and Drawing
	CIP Code	Drawing	50.0705 Drawing
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This is the beginning drawing course that focuses on the representation and interpretation of the human figure; with attention to drawing from life.	This course introduces the concepts and techniques used in drawing the human figure. Students in this course will draw from live models and photographic references while exploring various drawing media, including charcoal, conte crayon, graphite, and pen and ink. Emphasis will be placed on capturing gesture and movement in drawing, as well as structure, proportion, and form. Students will be introduced to foundation-level human anatomy as a way of better understanding the figure and how to draw it. Coursework also includes presentations and discussions on historical and contemporary examples of figure drawing.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division

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

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> • Art
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> • 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 CSU and UC transferable. It belongs on the Painting A.A. degree. Its purpose is to prepare students for further study in Studio Art and provide foundational skills in drawing the human figure.	This course is CSU and UC transferable. It belongs on the Painting A.A. degree. Its purpose is to prepare students for further study in Studio Art and provide foundational skills in drawing the human figure.

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	ART F004D	ART F004D
	Does the course have a Foothill equivalent?	Yes	Yes

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>Outline aims to use student-focused, welcoming, and accessible language, equitable policies, and inclusive terminology. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students are provided the materials they need for the first week of the quarter in order to give them time to gather supplies. Students are not required to purchase a text for this course. While no suitable OER text has been identified at this time, the Morpho text for the class is low-cost.</u>

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • Basic Course Information - Course Description • Specifications - Assignments • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline • Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(This course is included in the Figure Drawing Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Figure Drawing Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
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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	Film/TV: Animation	Associated Program	Film/TV: Animation

Changed Field

Current Version

Proposed Version

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

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

Associated Program Film/TV: Animation

Associated Program Film/TV: Animation

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

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

Associated Program Illustration

Associated Program Illustration

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

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

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 (In Development)

Associated Program Painting (In Development)

Changed	Field	Current Version	Proposed Version
	Award Type	Associate in Arts (A.A.) Degree	Associate in Arts (A.A.) Degree
	Associated Program	Studio Arts for Transfer	Studio Arts for Transfer
	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Associate in Arts for Transfer (A.A.-T.) Degree
	Associated Program	Studio Arts for Transfer (In Development)	Studio Arts for Transfer (In Development)
	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	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 border="1"> <tr> <td>System/Institution</td> <td>C-ID</td> </tr> <tr> <td>Area(s)</td> <td>• ARTS - Approved.</td> </tr> <tr> <td>-</td> <td>C-ID ARTS 200</td> </tr> </table>	System/Institution	C-ID	Area(s)	• ARTS - Approved.	-	C-ID ARTS 200	<table border="1"> <tr> <td>System/Institution</td> <td>C-ID</td> </tr> <tr> <td>Area(s)</td> <td>• ARTS - Approved.</td> </tr> <tr> <td>-</td> <td>C-ID ARTS 200</td> </tr> </table>	System/Institution	C-ID	Area(s)	• ARTS - Approved.	-	C-ID ARTS 200
System/Institution	C-ID														
Area(s)	• ARTS - Approved.														
-	C-ID ARTS 200														
System/Institution	C-ID														
Area(s)	• ARTS - Approved.														
-	C-ID ARTS 200														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In- Class (Contact) per Term	36	36
	Lecture Hours - Course Out- of-Class per Term	72	72

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units


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

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Other: Critiques of drawing assignments</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Technical demonstrations and commentary Homework and extended projects Discussion and problem-solving performed in class Discussion of assigned reading Critique and discussion of drawing assignments</p>

Changed	Field	Current Version	Proposed Version
!	Assignments	<ol style="list-style-type: none"> 1. Studio drawing assignments <ol style="list-style-type: none"> 1. Timed in-class drawings based on model poses or still-life. 2. A Midterm Project and Final Project that requires the culmination of techniques and knowledge covered in class lectures and demonstrations. 3. Practice anatomical drawing applications in the form of home drawing assignments in preparation for class drawings. 4. Gathering necessary materials and supplies. 2. Written assignments to enhance creativity and further knowledge of contemporary figurative drawings. <ol style="list-style-type: none"> 1. Gallery and museum visitations. 2. Viewing multimedia art references including art reviews from a variety of cultures. 3. Student compiled reference materials in the form of a folder or sketchbook <ol style="list-style-type: none"> 1. Sketchbook of anatomical studies and figurative gesture drawings to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas. 2. Printed catalog of photos and/or digital renderings of references. 4. Group critiques and presentations <ol style="list-style-type: none"> 1. Discussion in small groups of the pros and 	<ol style="list-style-type: none"> 1. Studio drawing assignments <ol style="list-style-type: none"> 1. Timed in-class drawings based on model poses or still-life. 2. Anatomical drawings from reference material, done at home in preparation for class drawings. 2. Student-compiled reference materials <ol style="list-style-type: none"> 1. Sketchbook of anatomical studies and figurative gesture drawings to work out ideas, record inspirations, create mock-ups, and list needed materials for execution of ideas. 2. Printed or digital catalog of photographic and illustrated references of human anatomy, poses, and master drawings. 3. Final drawing projects <ol style="list-style-type: none"> 1. Drawing portfolio made up of 10-12 drawings of the student's choice from work created in class throughout the quarter, representing the breadth of techniques covered in the course. 2. Master copy drawing involving student's analysis and recreation of a historical or contemporary work using the techniques and materials employed by the master artist. 4. Discussions and written critiques <ol style="list-style-type: none"> 1. Weekly class discussions on the strengths and opportunities of each student's work and of the progress they are making. 2. Final class critique in which each student will present and lead a discussion on their final Master Copy drawing. 3. Written analysis of a Master drawing 5. Assigned class readings

Changed Field

Current Version

Proposed Version

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- cons of each student's proposal for their drawing projects.
 - 2. Mid-term critique with entire class (both oral and written from instructor as well as peers) evaluating students' progress on drawing projects for the class.
 - 3. Final critique with entire class in which each student will present and lead a discussion on their concept, media and techniques for their final project.
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Changed **Field**

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Changed Field	Current Version	Proposed Version
	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Completion of all drawing assignments including Final Project demonstrating an understanding of drawing the human figure and 5-10 drawings of the student's choice organized into a portfolio 2. Instructor's assessment and reading of written assignments showing student's ability to critically analyze, research and evaluate artwork for content, artist's point of view and use of materials. 3. Instructor's assessment of student compiled references sketchbook or folder demonstrating an understanding of human anatomy, criteria for a given assignment 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Instructor's assessment of all drawing assignments including final project. Assessment is based on completeness, technical competency, and material handling, as well as improvement or development in the student's drawing practice. Examples of successful outcomes as well as rubrics with clear evaluation criteria are provided to students. 2. Instructor's assessment of written assignments showing student's ability to analyze, research, and evaluate artwork for content, artist's point of view, and use of materials. Examples of successful outcomes as well as rubrics with clear evaluation criteria are provided to students. 3. Instructor's assessment of sketchbook and student-compiled references, showing student's understanding of basic human anatomy as it relates to drawing

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Current Version

Proposed Version

and creativity in meeting the criteria.

4. Large group (entire class) and small group critiques and presentations of assignments articulating the strengths and areas for improvement in each student's drawing.

the human body. Examples of successful outcomes as well as rubrics with clear evaluation criteria are provided to students.

4. Instructor's assessment of large group (entire class) and small group critiques and presentations of assignments articulating the strengths and areas for improvement in each student's drawing. Assessment is based on participation and critical analysis. Rubrics with clear evaluation criteria are provided.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	<p data-bbox="553 159 906 195">Essential Student Materials:</p> <ul data-bbox="602 201 886 569" style="list-style-type: none"> • Drawing board, • Newsprint paper • White drawing paper • Toned drawing paper • Compressed charcoal • Conte crayons • Graphite pencils • Charcoal pencils • Kneaded eraser • Chamois <p data-bbox="553 596 899 632">Essential College Facilities:</p> <ul data-bbox="602 638 992 1302" style="list-style-type: none"> • Classroom space that includes one drawing horse for each of 25 students, large wall display area, sink, large lockers for general storage, individual student lockers, and facilities for slide presentation; • Digital projection system with screen; • Ceiling spotlights with individual dimmer controls; • Model changing room; • Model platforms with rolling casters; • Wall mirrors; • Drawing tables and easels; • On-campus art exhibition program 	<p data-bbox="1024 159 1377 195">Essential Student Materials:</p> <ul data-bbox="1073 201 1357 569" style="list-style-type: none"> • Drawing board • Newsprint paper • White drawing paper • Toned drawing paper • Compressed charcoal • Conte crayons • Graphite pencils • Charcoal pencils • Kneaded eraser • Chamois <p data-bbox="1024 596 1370 632">Essential College Facilities:</p> <ul data-bbox="1073 638 1536 1150" style="list-style-type: none"> • Studio classroom space that includes: One drawing horse for each of 25 students; one easel for each of 25 students; large wall display area; large sink; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile tripod spotlights; model changing room; model platforms with rolling casters; wall mirrors • On-campus exhibition program

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

Title	Classic Human Anatomy in Motion: The Artist's Guide to the Dynamics of Figure Drawing
Author	Winslow, Valerie
Publisher	Watson Gupstill Publishers
Date/Edition	2015
ISBN	No value

Title	Classic Human Anatomy in Motion: The Artist's Guide to the Dynamics of Figure Drawing
Author	Winslow, Valerie
Publisher	Watson Gupstill Publishers
Date/Edition	2015
ISBN	978-0770434144

Title	Bridgman's Complete Guide to Drawing from Life
Author	Bridgman, George B.
Publisher	Union Square & Co
Date/Edition	2017 / Fifth Edition
ISBN	978-1454926535

Title	Morpho: Simplified Forms: Anatomy for Artists
Author	Lauricella, Michel
Publisher	Rocky Nook
Date/Edition	2023
ISBN	978-1681984506

Changed	Field	Current Version	Proposed Version
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Suggested Reading List

No value

Reading List Betti, Claudia and Teel Sale. "A Contemporary Approach to Drawing". San Francisco: Holt, Rinehart and Winston, 2004.

May include, but are not limited to No value

Reading List Chaet, Bernard. "The Art of Drawing". San Francisco: Holt, Rinehart and Winston, 1978.

May include, but are not limited to No value

Reading List Cahan, Susan and Zoya Kocur, eds. "Contemporary Art and Multicultural Education". NY: Abrams, 1994.

May include, but are not limited to No value

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

Reading List Edwards, Betty.
"Drawing on the Right Side of the Brain: A Course in Enhancing Creativity and Artistic Confidence". Los Angeles/New York: Tarcher/St. Martins Press, 1979.

May include, but are not limited to No value

Reading List Gair, Angela. "Artist's Manual: A Complete Guide to Painting and Drawing Materials and Techniques", Chronicle Books, San Francisco, 1996.

May include, but are not limited to No value

Reading List Hoffman, Howard S.
"Vision and The Art of Drawing". EnglewoodCliffs, NJ: Prentice-Hall, 1989.

May include, but are not limited to No value

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

Reading List James, Jane H.
"Perspective Drawing: A Point of View". EnglewoodCliffs, NJ: Prentice-Hall, 1989.

May include, but are not limited to No value

Reading List McCloud, Scott.
"Understanding Comics". Perennial Currents, 1994.

May include, but are not limited to No value

Reading List Nicolaidis, Kimon.
"The Natural Way to Draw: A Working Plan for Art Study". Boston: Houghton Mifflin Co., 1961.


May include, but are not limited to No value

Reading List Sze, Mai-mai, ed. "The Mustard Seed Garden Manual of Painting". Princeton/Bollinger, 1956.

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Hampton, Michael. "Figure Drawing: Design and Invention". Acton: Perfect Paperback, 2009.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Civardi, Giovanni. "Drawing Human Anatomy". London: Studio Vista, 1995.</p>	
		<p>May include, but are not limited to No value</p>	

Learning Outcomes

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Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Demonstrate ability to create a representational drawing of the human figure. • Demonstrate ability to create interpretive, expressionistic drawings of the human figure. • Demonstrate fundamental knowledge of the human anatomy. • Incorporate historical and contemporary approaches to drawing the human figure. • Demonstrate the creative process. • Experiment with color to render and complement the human figure. • Compare and contrast figurative works of art representing a diversity of art traditions and cultures 	<ul style="list-style-type: none"> • Create representational drawings of the human figure. • Create interpretive, expressionistic drawings of the human figure. • Apply fundamental knowledge of the human anatomy to drawings of the human figure. • Incorporate historical and contemporary approaches to drawing the human figure. • Explore the creative process through planning, developing, and analyzing original drawings of the human figure. • Compare and contrast figurative works of art representing a diversity of art traditions and cultures throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups.

Changed	Field	Current Version	Proposed Version
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CSLOs

CSLOs Reproduce the human figure using a variety of drawing techniques using a variety of media including charcoal, graphite, ink, or conte crayon.

Expected SLO Performance 0.0

CSLOs Create drawings that show an understanding of basic human anatomy and proportion.

Expected SLO Performance 0.0

CSLOs Interpret and reproduce the human figure using a variety of drawing techniques using a variety of media including charcoal, graphite, ink, or conte crayon.

Expected SLO Performance 0.0


CSLOs Create drawings that show an understanding of basic human anatomy and proportion.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Demonstrate ability to create a representational drawing of the human figure. <ol style="list-style-type: none"> 1. Sketch and render skeletal frame. 2. Sketch and render basic muscle groups. 3. Apply basic proportions and comparative analysis in developing drawings. 2. Demonstrate ability to create interpretive, expressionistic drawings of the human figure. <ol style="list-style-type: none"> 1. Create gesture drawings capturing movement. 2. Create drawings that capture the human figure in action poses. 3. Create stylized or abstracted drawings of the human figure. 3. Demonstrate fundamental knowledge of the human anatomy. <ol style="list-style-type: none"> 1. Depict realistically head, face, neck, and shoulders. 2. Depict realistically torso and back. 3. Depict realistically legs and arms. 4. Depict realistically hands and feet. 4. Incorporate historical and contemporary approaches to drawing the human figure. <ol style="list-style-type: none"> 1. Using photographic references in drawing the human figure. 2. Create a background or setting that complements the figure within the drawing. 3. Study the style and use of materials of a known figurative artist. 5. Demonstrate the creative process. <ol style="list-style-type: none"> 1. Planning the drawing with thumbnail sketches and 	<ol style="list-style-type: none"> 1. Create representational drawings of the human figure. <ol style="list-style-type: none"> 1. Sketch the figure in motion. 2. Sketch and render the skeletal frame. 3. Sketch and render basic muscle groups. 4. Apply basic proportions and comparative analysis in developing drawings. 5. Develop realistic shading and detail in drawing the figure. 2. Create interpretive, expressionistic drawings of the human figure. <ol style="list-style-type: none"> 1. Create gesture drawings capturing movement in action poses. 2. Create stylized or abstracted drawings of the human figure. 3. Apply a fundamental knowledge of the human anatomy to drawings of the human figure. <ol style="list-style-type: none"> 1. Develop realistic drawings of the human skeleton. 2. Develop realistic drawings of surface anatomy. 3. Develop realistic drawings of the torso and limbs. 4. Develop realistic drawings of the head, face, neck, and shoulders. 5. Develop realistic drawings of the hands and feet. 4. Practice historical and contemporary approaches to drawing the human figure. <ol style="list-style-type: none"> 1. Create copies of historical master works using the relevant materials and approaches used by the original artists. 2. Create copies of contemporary master works using the relevant

Changed	Field	Current Version	Proposed Version
		<p>mock-ups.</p> <ol style="list-style-type: none"> 2. Incorporate intuition in the conceptualization of the drawing. 3. Practice technique and execution in the choice and use of materials. 4. Evaluate the strengths and areas for improvement on the works in progress. 5. Engage in dialogue about the finished drawings in the form of group critiques both large and small. <ol style="list-style-type: none"> 6. Experiment with color to render and complement the human figure. <ol style="list-style-type: none"> 1. Transpose value into hue by identifying the relationship between a grayscale and color wheel. 2. Incorporate color as it relates to skin coloration. 3. Use a variety of color schemes to establish atmosphere or mood. 4. Examine the expressive uses of color in creating meaning and symbolism throughout art history and cultures throughout the world. 7. Compare and contrast figurative works of art representing a diversity of art traditions and cultures <ol style="list-style-type: none"> 1. Understand the use of materials in the production of works of art 2. Explore the variety of the canon of images and the organization of visual forms 3. Identify the social function of art and its value or role in a particular society 	<p>materials and approaches used by the original artists.</p> <ol style="list-style-type: none"> 5. Explore the creative process through planning, developing, and analyzing original drawings of the human figure. <ol style="list-style-type: none"> 1. Plan drawings with thumbnail sketches and mock-ups. 2. Practice drawing technique and material handling. 3. Evaluate the strengths and areas for improvement in drawings. 4. Engage in dialogue about drawings in the form of group critiques both large and small. 6. Compare and contrast figurative works of art representing a diversity of art traditions and cultures throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups. <ol style="list-style-type: none"> 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing the human figure. 2. Compare and contrast figure drawings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives.
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	<ol style="list-style-type: none"> 1. Basic human anatomy - musculature and bones 2. General proportions for the human body 3. Proportions and techniques for drawing the head and face 4. Proportions and techniques for drawing the hands and feet 5. Proportions and techniques for drawing the legs and arms 6. Proportions and techniques for drawing the torso and back 7. Shading and rendering of musculature 8. Gesture sketching 	<ol style="list-style-type: none"> 1. Identify and apply gesture drawing techniques in sketching the human body 2. Identify and apply general proportions for the human body 3. Identify and apply basic human skeletal anatomy 4. Identify and apply basic human muscular anatomy 5. Identify and apply general proportions for the head and face 6. Identify and apply general proportions for the hands and feet 7. Identify and apply light-and-shadow patterns in rendering the human body 8. Analyze historical and contemporary master drawings of the human body


Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab;</p> <p>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	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):	ARTS D004A	ARTS D004A
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	ARTS D008.	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

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
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</p> <p>If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Assignments D Discussion and written critiques 3. Written analysis of a Master drawing Methods of Instruction B. Instructor's assessment of written assignments showing student's ability to analyze, research, and evaluate artwork for content, artist's point of view, and use of materials.</p>
!	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Assignments D Discussion and written critiques 3. Written analysis of a Master drawing Methods of Instruction B. Instructor's assessment of written assignments showing student's ability to analyze, research, and evaluate artwork for content, artist's point of view, and use of materials.</p>

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	Assignments D Discussion and written critiques 3. Written analysis of a Master drawing Methods of Instruction B. Instructor's assessment of written assignments showing student's ability to analyze, research, and evaluate artwork for content, artist's point of view, and use of materials.
	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
	<p>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 3:
Produce
written work
using a cyclical
process of
multipl
es drafts
and revisions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	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
	<p>If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.</p>	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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
!	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline: A.Create representational drawings of the human figure. 1.Sketch the figure in motion. 2.Sketch and render the skeletal frame. 3.Sketch and render basic muscle groups. 4.Apply basic proportions and comparative analysis in developing drawings. 5.Develop realistic shading and detail in drawing the figure. B. Create interpretive, expressionistic drawings of the human figure. 1.Create gesture drawings capturing movement in action poses. 2.Create stylized or abstracted drawings of the human figure. C.Apply a fundamental knowledge of the human anatomy to drawings of the human figure. 1.Develop realistic drawings of the human skeleton. 2.Develop realistic drawings of surface anatomy. 3.Develop realistic drawings of the torso and limbs. 4. Develop realistic drawings of the head, face, neck, and shoulders. 5. Develop realistic drawings of the hands and feet. D.Practice historical and contemporary approaches to drawing the human figure. 1.Create copies of historical master works using the relevant materials and approaches used by the original artists. 2.Create copies of contemporary master works using the relevant materials and approaches used by the original artists. E. Explore the creative process through planning, developing, and analyzing original drawings of the human figure. 1.Plan drawings with thumbnail sketches and mock-ups. 2.Practice drawing technique and material handling. 3.Evaluate the strengths and areas for improvement in drawings. 4.Engage in dialogue about drawings in the form of group critiques both large and small. F.Compare and contrast figurative works of art representing a diversity of art traditions and cultures throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups. 1.Examine and describe historical and</p>

Changed

Questions

Current Version

Proposed Version

Changed	Questions	Current Version	Proposed Version
			contemporary developments, trends, materials, and approaches in drawing the human figure. 2.Compare and contrast figure drawings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives.
	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: D.Discussions and written critiques 1.Weekly class discussions on the strengths and opportunities of each student's work and of the progress they are making. 2.Final class critique in which each student will present and lead a discussion on their final Master Copy drawing. 3.Written analysis of a Master drawing
	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: D.Discussions and written critiques 1.Weekly class discussions on the strengths and opportunities of each student's work and of the progress they are making. 2.Final class critique in which each student will present and lead a discussion on their final Master Copy drawing. 3.Written analysis of a Master drawing

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline: A.Create representational drawings of the human figure. 1.Sketch the figure in motion. 2.Sketch and render the skeletal frame. 3.Sketch and render basic muscle groups. 4.Apply basic proportions and comparative analysis in developing drawings. 5.Develop realistic shading and detail in drawing the figure. B. Create interpretive, expressionistic drawings of the human figure. 1.Create gesture drawings capturing movement in action poses. 2.Create stylized or abstracted drawings of the human figure. C.Apply a fundamental knowledge of the human anatomy to drawings of the human figure. 1.Develop realistic drawings of the human skeleton. 2.Develop realistic drawings of surface anatomy. 3.Develop realistic drawings of the torso and limbs. 4. Develop realistic drawings of the head, face, neck, and shoulders. 5. Develop realistic drawings of the hands and feet. D.Practice historical and contemporary approaches to drawing the human figure. 1.Create copies of historical master works using the relevant materials and approaches used by the original artists. 2.Create copies of contemporary master works using the relevant materials and approaches used by the original artists. E. Explore the creative process through planning, developing, and analyzing original drawings of the human figure. 1.Plan drawings with thumbnail sketches and mock-ups. 2.Practice drawing technique and material handling. 3.Evaluate the strengths and areas for improvement in drawings. 4.Engage in dialogue about drawings in the form of group critiques both large and small. F.Compare and contrast figurative works of art representing a diversity of art traditions and cultures throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups. 1.Examine and describe historical and</p>


Changed Questions

Current Version

Proposed Version

contemporary developments, trends, materials, and approaches in drawing the human figure. 2. Compare and contrast figure drawings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline: A.Create representational drawings of the human figure. 1.Sketch the figure in motion. 2.Sketch and render the skeletal frame. 3.Sketch and render basic muscle groups. 4.Apply basic proportions and comparative analysis in developing drawings. 5.Develop realistic shading and detail in drawing the figure. B. Create interpretive, expressionistic drawings of the human figure. 1.Create gesture drawings capturing movement in action poses. 2.Create stylized or abstracted drawings of the human figure. C.Apply a fundamental knowledge of the human anatomy to drawings of the human figure. 1.Develop realistic drawings of the human skeleton. 2.Develop realistic drawings of surface anatomy. 3.Develop realistic drawings of the torso and limbs. 4. Develop realistic drawings of the head, face, neck, and shoulders. 5. Develop realistic drawings of the hands and feet. D.Practice historical and contemporary approaches to drawing the human figure. 1.Create copies of historical master works using the relevant materials and approaches used by the original artists. 2.Create copies of contemporary master works using the relevant materials and approaches used by the original artists. E. Explore the creative process through planning, developing, and analyzing original drawings of the human figure. 1.Plan drawings with thumbnail sketches and mock-ups. 2.Practice drawing technique and material handling. 3.Evaluate the strengths and areas for improvement in drawings. 4.Engage in dialogue about drawings in the form of group critiques both large and small. F.Compare and contrast figurative works of art representing a diversity of art traditions and cultures throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups. 1.Examine and describe historical and</p>

Changed	Questions	Current Version	Proposed Version
			contemporary developments, trends, materials, and approaches in drawing the human figure. 2.Compare and contrast figure drawings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives.
	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.Explore the creative process through planning, developing, and analyzing original drawings of the human figure. 1.Plan drawings with thumbnail sketches and mock-ups. 2.Practice drawing technique and material handling. 3.Evaluate the strengths and areas for improvement in drawings. 4.Engage in dialogue about drawings in the form of group critiques both large and small.

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)	ARTS 004C	ARTS 004C
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	10/12/2021	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	10/26/2021	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> • Tech. clean-up, family change appr. 5/25/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> • Tech. clean-up, family change appr. 5/25/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

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					Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there is no representative OER textbook, please let me know in the initiator response box.	
			03/05/2026	Specifications	Examples of Primary Texts and References	Required	If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. Please 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.	There is no representative OER textbook. Students are NOT required to buy textbooks for this course.

Changed	Questions	Current Version	Proposed Version
			<p>Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this great list! For any evaluation methods, does the instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, just let me know in the initiator response box.</p>
03/05/2026	Specifications	Examples of Primary Texts and References	Suggested
03/05/2026	Specifications	Methods of Evaluation	Suggested

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
!	Stage 4: Articulation Officer	No Value	03/16/26	Specifications	Primary Texts	Required	For UC-transferability, at least one primary text must have be published within seven years of the effective date of the course. For courses effective Fall 2027, they would need a textbook published 2020 or later. I believe the Morpho book as a more recent edition released in 2023, or you can select something different. Thank you!	Y
			03/17/26	Specifications	Primary Texts	Required	There is still not a textbook published within seven years of the effective date of the course. I think this may have accidentally be sent back prematurely. Please send me an email if you need assistance. Thank you!	Sorry about that. I've updated the Morpho text. Thank you!
	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	ARTSD004C
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	May 25, 2021 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	CCC000565016

Articulation

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

De Anza College
Course Outline of Record Report
 04/22/2026

BUSD066. : Fundraising for Nonprofits

General Information

Faculty Initiator:	• Michele Fritz
Attachments:	Online_BUS_66_2027F.pdf
Course ID (CB01A and CB01B) :	BUSD066.
Short Course Title:	FUNDRAISING FOR NONPROFITS
Course Title (CB02) :	Fundraising for Nonprofits
Department:	BUS - Business
Effective Term:	Fall 2027
TOP Code (CB03) :	(0505.00) *Business Administration
CIP Code:	(52.0899) Finance and Financial Management Services, Other.
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course provides a foundation in fundraising processes used in nonprofit organizations. It explores the nonprofit sector, the fundraising process, types of donors, giving programs, and legal and ethical issues. It prepares students who choose a career as professional staff in a nonprofit organization.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Business
Discipline 2:	• Management
Discipline 3:	No value
FSA:	• FHDA FSA - GENERAL BUSINESS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This CSU transferable CTE credit course is an elective course on the A.A. in Management. It explores the various forms of fundraising used by nonprofit organizations.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- Basic Course Information - Course Description
- Specifications - 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.

Assignments include options that recognize the needs of a diverse group of students. Case studies and related discussions examine DEI principles in donor engagement, philanthropic storytelling, and the ethical considerations of targeting diverse donor groups. They encourage students to reflect on inclusive and culturally responsive fundraising strategies, aligned with their experiences. The primary text (Fundraising Principles and Practice by Michael Worth) is sensitive to the perspectives and life experiences of diverse students. It includes sections addressing DEI specifically, as well as references to social justice and diversity, equity, and inclusion where relevant throughout, with implications for fundraising. Instructional methods address multiple learning styles and promote students' application of their own experiences. Students are encouraged to bring their cultural perspectives to class discussions and assignments. Relevant media (e.g., videos, articles) that include voices from BIPOC, LGBTQ+, and other under represented and marginalized communities are included. Evaluation methods are formative and include approaches that address diverse student styles and needs. For example, students are given the option to improve discussion posts after receiving feedback. In addition, they're able to repeat quizzes to improve results.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

Course Prior To College Level

Repeatability Statement

0	No value	No value
Course Support Status (CB26)		
No value		

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

Assigned reading
 Audio recordings of guest interviews
 Videos
 Discussion of reading, audio and video assignments
 Case studies
 Discussion and problem solving re: case studies
 Repetition of quizzes to improve understanding
 Projects

Assignments

- A. Required reading from the textbook and supplemental articles and materials.
- B. Analysis and discussion of case studies to apply course concepts and develop critical thinking skills
- C. Written project (3-5) pages that requires comprehensive and application of what has been learned. For example
 - 1. Information gathering from a selected nonprofit and application of course information and concepts.
 - 2. Design a fundraising plan that targets promising donors and/or funding sources.
 - 3. Address implications of the plan for organizational capabilities, strategic goals, and performance measures.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Participation in class discussions to progressively demonstrate ability to evaluate and apply course concepts.
- B. Frequent quizzes, midterms, and a final exam that appraise comprehension and synthesis of course material.
- C. Written project that demonstrates critical thinking and comprehension of course material.

Essential Student Materials/Essential College Facilities

Essential Student materials:

- None

Essential College facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Worth, Michael J.	Fundraising Principles and Practice	Sage Publications, Inc.	2024 / 2nd	9781071930113

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Describe the context for fundraising: nonprofit organizations and the sector.

Discuss the history of philanthropy and fundraising.

Apply the principles of fundraising.

Illustrate how nonprofits prepare for successful fundraising.

Examine the fundraising process.

Construct insights about individual donors.

Compare types of giving programs for fundraising.

Illustrate how to take advantage of corporate giving.

Employ foundation support for a nonprofit organization.

Managing fundraising programs over time.

Examine legal and ethical issues relevant to fundraising.

CSLOs

Examine how nonprofits prepare for and implement the fundraising process successfully.

Expected SLO Performance: 100.0

Design an effective fundraising plan for a nonprofit that targets promising donors and/or funding sources, considers organizational capabilities and strategic goals, and includes relevant tracking and performance measures.

Expected SLO Performance: 100.0

Outline

Course Outline

- A. Describe the context for fundraising: nonprofit organizations and the sector.
 - 1. Characteristics of nonprofit organizations
 - 2. Types of nonprofits
 - 3. Revenue sources and financial concepts
 - 4. Resource dependency
- B. Discuss the history of philanthropy and fundraising.
 - 1. Key terminology and definitions
 - 2. History of American philanthropy
 - 3. Who gives? Who receives?
 - 4. Fundraising as a profession.
- C. Apply the principles of fundraising.
 - 1. Types of gifts
 - 2. The 3 core solicitation programs
 - 3. The fundraising pyramid
- D. Illustrate how nonprofits prepare for successful fundraising.
 - 1. The Fundraising Plan
 - 2. Developing a case for support
 - 3. Developing a culture of philanthropy
- E. Examine the fundraising process.
 - 1. The fundraising process
 - 2. Four types of support: living donors, estates, foundations, and corporations
 - 3. Identifying and researching prospects
 - 4. The role of the Board of Directors
- F. Construct insights about individual donors.
 - 1. Motivations of donors (living individuals)
 - 2. Influences: taxes, ratings, culture, generation
 - 3. Types of donors
- G. Compare types of giving programs for fundraising.
 - 1. Annual giving and solicitation methods
 - 2. Major gifts and cultivation strategies
 - 3. Planned giving; types of gifts
- H. Illustrate how to take advantage of corporate giving.
 - 1. Nonprofit/corporate collaborations
 - 2. Benefits and risks
- I. Employ foundation support for a nonprofit organization.
 - 1. Overview of foundations and foundation giving
 - 2. Identifying, researching, and approaching foundations
- J. Managing fundraising programs over time.
 - 1. Return on investment
 - 2. Fundraising policies
- K. Examine legal and ethical issues relevant to fundraising.
 - 1. State and Federal law
 - 2. Ethical principles

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):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

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.

Specifications, Assignments #3: Substantial written project (3-5 pages) that requires comprehension and application of what has been learned.

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

Specifications, Assignments #3: Substantial written project (3-5 pages) that requires comprehension and application of what has been learned.

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

Specifications, Assignments #3: Substantial written project (3-5 pages) that requires comprehension and application of what has been learned.

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.

Specifications: Methods of Evaluation #1: Participation in class discussions to progressively demonstrate ability to evaluate and apply course concepts.

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
10/23/2025	Basic Course Information	DEI Review	Suggested	<p>This statement is great! There are a few missing spaces between words, so I've added those but made no other changes: "Assignments include options that recognize the needs of a diverse group of students. Case studies and related discussions examine DEI principles in donor engagement, philanthropic storytelling, and the ethical considerations of targeting diverse donor groups. They encourage students to reflect on inclusive and culturally responsive fundraising strategies, aligned with their experiences. The primary text (Fundraising Principles and Practice by Michael Worth) is sensitive to the perspectives and life experiences of diverse students. It includes sections addressing DEI specifically, as well as references to social justice and diversity, equity, and inclusion where relevant throughout, with implications for fundraising. Instructional methods address multiple learning styles and promote students' application of their own experiences. Students are encouraged to bring their cultural perspectives to class discussions and assignments. Relevant media (e.g., videos, articles) that include voices from BIPOC, LGBTQ+, and other underrepresented and marginalized communities are included. Evaluation methods are formative and include approaches that address diverse student styles and needs. For example, students are given the option to improve discussion posts after receiving feedback. In addition, they're able to repeat quizzes to improve results."</p>	<p>Y- This is the same diversity statement from mirrored BUSD366 course. When copying from e-lumen, spaces are sometimes lost between words. Sorry I missed these. I checked and fixed missing spaces in the DEI statement now. --MF</p>

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

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

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value


Curriculum Office Notes

No Value

De Anza College
Change Report
 04/22/2026

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

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Michele Fritz	• Michele Fritz
	Course ID (CB01A and CB01B)	BUSD366.	BUSD366.
	Course Control Number	CCC000656043	CCC000656043
	Course Title (CB02)	Fundraising for Nonprofits	Fundraising for Nonprofits
	Short Course Title	FUNDRAISING FOR NONPROFITS	FUNDRAISING FOR NONPROFITS

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	0506.00	0506.00 *Business Management
	CIP Code	Non-Profit/Public/Organizational Management.	52.0206 Non-Profit/Public/Organizational Management.
	Department	BUS - Business	BUS - Business
	Effective Term	Spring 2026	Spring 2026 <u>Fall 2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
	Course Description	This course provides a foundation in fundraising processes used in nonprofit organizations. It explores the nonprofit sector, the fundraising process, types of donors, giving programs, and legal and ethical issues. It prepares students who choose a career as professional staff in a nonprofit organization.	This course provides a foundation in fundraising processes used in nonprofit organizations. It explores the nonprofit sector, the fundraising process, types of donors, giving programs, and legal and ethical issues. It prepares students who choose a career as professional staff in a nonprofit organization.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> Online

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	<ul style="list-style-type: none"> Business 	<ul style="list-style-type: none"> Business
	Discipline 2	<ul style="list-style-type: none"> Management 	<ul style="list-style-type: none"> Management
	Discipline 3	No value	No value
	FSA	<ul style="list-style-type: none"> FHDA FSA - GENERAL BUSINESS 	<ul style="list-style-type: none"> FHDA FSA - GENERAL BUSINESS

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This noncredit enhanced CTE course is a core component of the noncredit Certificate of Completion in Nonprofit Management. It explores the various forms of fundraising used by non-profit organizations.	This noncredit enhanced CTE course is a core component of the noncredit Certificate of Completion in Nonprofit Management. It explores the various forms of fundraising used by non-profit <u>nonprofit</u> organizations.

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

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

CTE Course			

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Empty review area

Changed	Field	Current Version	Proposed Version
	<p>Please summarize the ways in which your course includes DEI.</p>	<p>Assignments include options that recognize the needs of a diverse group of students. Case studies and related discussions examine DEI principles in donor engagement, philanthropic storytelling, and the ethical considerations of targeting diverse donor groups. They encourage students to reflect on inclusive and culturally responsive fundraising strategies, aligned with their experiences. The primary text (Fundraising Principles and Practice by Michael Worth) is sensitive to the perspectives and life experiences of diverse students. It includes sections addressing DEI specifically, as well as references to social justice and diversity, equity, and inclusion where relevant throughout, with implications for fundraising. Instructional methods address multiple learning styles and promote students' application of their own experiences. Students are encouraged to bring their cultural perspectives to class discussions and assignments. Relevant media (e.g., videos, articles) that include voices from BIPOC, LGBTQ+, and other underrepresented and marginalized communities are included. Evaluation methods are formative and include approaches that address diverse student styles and needs. For example, students are given the option to improve discussion posts after receiving feedback. In addition, they're able to repeat quizzes to improve results.</p>	<p>Assignments include options that recognize the needs of a diverse group of students. Case studies and related discussions examine DEI principles in donor engagement, philanthropic storytelling, and the ethical considerations of targeting diverse donor groups. They encourage students to reflect on inclusive and culturally responsive fundraising strategies, aligned with their experiences. The primary text (Fundraising Principles and Practice by Michael Worth) is sensitive to the perspectives and life experiences of diverse students. It includes sections addressing DEI specifically, as well as references to social justice and diversity, equity, and inclusion where relevant throughout, with implications for fundraising. Instructional methods address multiple learning styles and promote students' application of their own experiences. Students are encouraged to bring their cultural perspectives to class discussions and assignments. Relevant media (e.g., videos, articles) that include voices from BIPOC, LGBTQ+, and other underrepresented and marginalized communities are included. Evaluation methods are formative and include approaches that address diverse student styles and needs. For example, students are given the option to improve discussion posts after receiving feedback. In addition, they're able to repeat quizzes to improve results.</p>
<p></p>	<p>Please check all areas in the COR that address DEI.</p>	<ul style="list-style-type: none"> • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation 	<ul style="list-style-type: none"> • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation

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	99	99
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(No 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	
	Will the course be UC transferable?	No	No

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

Associated Programs																			
Changed	Field	Current Version	Proposed Version																
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Nonprofit Management</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Completion</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>Nonprofit Management</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Completion</td> </tr> </table>	Associated Program	Nonprofit Management	Award Type	Certificate of Completion	Associated Program	Nonprofit Management	Award Type	Certificate of Completion	<table border="1"> <tr> <td>Associated Program</td> <td>Nonprofit Management</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Completion</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>Nonprofit Management</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Completion</td> </tr> </table>	Associated Program	Nonprofit Management	Award Type	Certificate of Completion	Associated Program	Nonprofit Management	Award Type	Certificate of Completion
Associated Program	Nonprofit Management																		
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Associated Program	Nonprofit Management																		
Award Type	Certificate of Completion																		
Associated Program	Nonprofit Management																		
Award Type	Certificate of Completion																		

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y

Changed	Field	Current Version	Proposed Version
	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	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	48	48
	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	0	0
	Total Credit Units - Maximum Credit Units	0	0

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

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	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	Assigned reading Audio recordings of guest interviews Videos Discussion of reading, audio and video assignments Case studies Discussion and problem solving re: case studies Repetition of quizzes to improve understanding Projects

Methods of Instruction	Methods of Instruction
Methods of Instruction	Assigned reading Audio recordings of guest interviews Videos Discussion of reading, audio and video assignments Case studies Discussion and problem solving re: case studies Repetition of quizzes to improve understanding Projects

Assignments

1. Required reading from the textbook and supplemental articles and materials.
2. Analysis and discussion of case studies to apply course concepts and develop critical thinking skills
3. Written project (3-5) pages that requires comprehensive and application of what has been learned. For example
 1. Information gathering from a selected nonprofit and application of course information and concepts.
 2. Design a fundraising plan that targets promising donors and/or funding sources.
 3. Address implications of the plan for organizational capabilities, strategic goals, and performance measures.

1. Required reading from the textbook and supplemental articles and materials.
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 3. Address implications of the plan for organizational capabilities, strategic goals, and performance measures.

Changed	Field	Current Version	Proposed Version
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Methods of Evaluation

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Participation in class discussions to progressively demonstrate ability to evaluate and apply course concepts. 2. Frequent quizzes, midterms, and a final exam that appraise comprehension and synthesis of course material. 3. Written project that demonstrates critical thinking and comprehension of course material.


Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Participation in class discussions to progressively demonstrate ability to evaluate and apply course concepts. 2. Frequent quizzes, midterms, and a final exam that appraise comprehension and synthesis of course material. 3. Written project that demonstrates critical thinking and comprehension of course material.

Essential Student Materials/Essential College Facilities

- Essential Student materials:**
- None
- Essential College facilities:**
- None

- Essential Student materials:**
- None
- Essential College facilities:**
- None

Changed	Field	Current Version	Proposed Version
	Examples of Primary Texts and References	Title Fundraising Principles and Practice	Title Fundraising Principles and Practice
		Author Worth, Michael J.	Author Worth, Michael J.
		Publisher Sage Publications, Inc.	Publisher Sage Publications, Inc.
		Date/Edition 2024 / 2nd	Date/Edition 2024 / 2nd
		ISBN 9781071930113	ISBN 9781071930113
	Suggested Reading List	No value	No value

Learning Outcomes			
Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Describe the context for fundraising: nonprofit organizations and the sector. Discuss the history of philanthropy and fundraising. Apply the principles of fundraising. Illustrate how nonprofits prepare for successful fundraising. Examine the fundraising process. Construct insights about individual donors. Compare types of giving programs for fundraising. Illustrate how to take advantage of corporate giving. Employ foundation support for a non-profit organization. Managing fundraising programs over time. Examine legal and ethical issues relevant to fundraising. 	<ul style="list-style-type: none"> Describe the context for fundraising: nonprofit organizations and the sector. Discuss the history of philanthropy and fundraising. Apply the principles of fundraising. Illustrate how nonprofits prepare for successful fundraising. Examine the fundraising process. Construct insights about individual donors. Compare types of giving programs for fundraising. Illustrate how to take advantage of corporate giving. Employ foundation support for a nonprofit organization. Managing fundraising programs over time. Examine legal and ethical issues relevant to fundraising.

Changed	Field	Current Version	Proposed Version
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CSLOs

CSLOs Examine how non-profits prepare for and implement the fundraising process successfully.

Expected SLO Performance 100.0

CSLOs Examine how nonprofits prepare for and implement the fundraising process successfully.

Expected SLO Performance 100.0

CSLOs Design an effective fundraising plan for a non-profit that targets promising donors and/or funding sources, considers organizational capabilities and strategic goals, and includes relevant tracking and performance measures.

Expected SLO Performance 0.0

CSLOs Design an effective fundraising plan for a nonprofit that targets promising donors and/or funding sources, considers organizational capabilities and strategic goals, and includes relevant tracking and performance measures.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Describe the context for fundraising: nonprofit organizations and the sector. <ol style="list-style-type: none"> 1. Characteristics of nonprofit organizations 2. Types of nonprofits 3. Revenue sources and financial concepts 4. Resource dependency 2. Discuss the history of philanthropy and fundraising. <ol style="list-style-type: none"> 1. Key terminology and definitions 2. History of American philanthropy 3. Who gives? Who receives? 4. Fundraising as a profession. 3. Apply the principles of fundraising. <ol style="list-style-type: none"> 1. Types of gifts 2. The 3 core solicitation programs 3. The fundraising pyramid 4. Illustrate how nonprofits prepare for successful fundraising. <ol style="list-style-type: none"> 1. The Fundraising Plan 2. Developing a case for support 3. Developing a culture of philanthropy 5. Examine the fundraising process. <ol style="list-style-type: none"> 1. The fundraising process 2. Four types of support: living donors, estates, foundations, and corporations 3. Identifying and researching prospects 4. The role of the Board of Directors 6. Construct insights about individual donors. <ol style="list-style-type: none"> 1. Motivations of donors (living individuals) 	<ol style="list-style-type: none"> 1. Describe the context for fundraising: nonprofit organizations and the sector. <ol style="list-style-type: none"> 1. Characteristics of nonprofit organizations 2. Types of nonprofits 3. Revenue sources and financial concepts 4. Resource dependency 2. Discuss the history of philanthropy and fundraising. <ol style="list-style-type: none"> 1. Key terminology and definitions 2. History of American philanthropy 3. Who gives? Who receives? 4. Fundraising as a profession. 3. Apply the principles of fundraising. <ol style="list-style-type: none"> 1. Types of gifts 2. The 3 core solicitation programs 3. The fundraising pyramid 4. Illustrate how nonprofits prepare for successful fundraising. <ol style="list-style-type: none"> 1. The Fundraising Plan 2. Developing a case for support 3. Developing a culture of philanthropy 5. Examine the fundraising process. <ol style="list-style-type: none"> 1. The fundraising process 2. Four types of support: living donors, estates, foundations, and corporations 3. Identifying and researching prospects 4. The role of the Board of Directors 6. Construct insights about individual donors. <ol style="list-style-type: none"> 1. Motivations of donors (living individuals)

Changed	Field	Current Version	Proposed Version
		2. Influences: taxes, ratings, culture, generation 3. Types of donors 7. Compare types of giving programs for fundraising. 1. Annual giving and solicitation methods 2. Major gifts and cultivation strategies 3. Planned giving; types of gifts 8. Illustrate how to take advantage of corporate giving. 1. Nonprofit/corporate collaborations 2. Benefits and risks 9. Employ foundation support for a non-profit organization. 1. Overview of foundations and foundation giving 2. Identifying, researching, and approaching foundations 10. Managing fundraising programs over time. 1. Return on investment 2. Fundraising policies 11. Examine legal and ethical issues relevant to fundraising. 1. State and Federal law 2. Ethical principles	2. Influences: taxes, ratings, culture, generation 3. Types of donors 7. Compare types of giving programs for fundraising. 1. Annual giving and solicitation methods 2. Major gifts and cultivation strategies 3. Planned giving; types of gifts 8. Illustrate how to take advantage of corporate giving. 1. Nonprofit/corporate collaborations 2. Benefits and risks 9. Employ foundation support for a nonprofit organization. 1. Overview of foundations and foundation giving 2. Identifying, researching, and approaching foundations 10. Managing fundraising programs over time. 1. Return on investment 2. Fundraising policies 11. Examine legal and ethical issues relevant to fundraising. 1. State and Federal law 2. Ethical principles
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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.	<ul style="list-style-type: none"> • Units: 0 • Lec Hrs: 4 • Lec Load: 0.100 • Total Load: 0.100 • Seat Ct: 50 • (mkct 10/14/2025) 	<ul style="list-style-type: none"> • Units: 0 • Lec Hrs: 4 • Lec Load: 0.100 • Total Load: 0.100 • Seat Ct: 50 • (mkct 10/14/2025)

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

Changed	Questions	Current Version	Proposed Version
	General Course Statement(s):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

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

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.	Specifications: Methods of Evaluation #1: Participation in class discussions to progressively demonstrate ability to evaluate and apply course concepts.	Specifications: Methods of Evaluation #1: Participation in class discussions to progressively demonstrate ability to evaluate and apply course concepts.

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	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
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If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

No Value

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

No Value

No Value

H-Matrix Form

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
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	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

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

No Value

No Value


Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2: Department Chair

No Value

No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value						Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
			03/11/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to emphasize welcoming, student-centered language and minimizes the use of impersonal, course-centered language.	I am unable to rewrite it any more clearly or student-centered.

Changed	Questions	Current Version	Proposed Version
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03/11/2026	Specifications	Examples of Primary Texts and References	Required	<p>Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there is no representative OER textbook, please let me know in the instructor response box. This will satisfy the required component of this edit. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. Please also let me know if your textbook is low cost (i.e., under \$50.00), and consider adding this information to the DEI Box if appropriate.</p> <p>There are very minimal textbook options for this course. We held off introducing the course until one textbook was available. OER is not available. Textbook is available by rental, but not less than \$50.</p>
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Changed	Questions	Current Version	Proposed Version
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03/11/2026 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 do they reflect diverse voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.

This is written in the DEI statement: "The primary text (Fundraising Principles and Practice by Michael Worth) is sensitive to the perspectives and life experiences of diverse students. It includes sections addressing DEI specifically, as well as references to social justice and diversity, equity, and inclusion where relevant throughout, with implications for fundraising."

Changed	Questions	Current Version	Proposed Version
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		03/11/2026	Specifications Assignments Suggested
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Thanks for this assignment list. Do any of these assignments do one of the following: provide students with choices in how they demonstrate proficiency; encourage students to connect course content to their own life, background, and experiences; 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, please let me know in the initiator response box. For any of these evaluation methods, does the instructor will 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 assignment. If not appropriate, please let me know in the initiator response box.

This is in the DEI section: "Instructional methods address multiple learning styles and promote students' application of their own experiences. Students are encouraged to bring their cultural perspectives to class discussions and assignments. Relevant media (e.g., videos, articles) that include voices from BIPOC, LGBTQ+, and other underrepresented and marginalized communities are included. "

		03/11/2026	Specifications Methods of Evaluation Suggested
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Instructor will provide examples and/or rubrics, consistent with good pedagogy.

Changed	Questions	Current Version	Proposed Version
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Consider slight revisions to the outline to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. The course outline suggests This may be fundraising from included in culturally-diverse "Examine legal groups. Racism and ethical and inclusion are issues relevant not issues when to fundraising. you are trying to State and Federal law; get someone to Ethical voluntarily give principles" If it money. is included in this section, or if not an appropriate revision, let me know in the initiator response box.

03/11/2026Outline

Course Outline

Suggested

**Stage 4:
Articulation
Officer**

No Value No Value

**Stage 5: De
Anza
General
Education**

No Value No Value

**Stage 6:
Content
Review
Matrix
Liaison**

No Value No Value


**Stage 7:
Dean of
Online
Learning**

No Value No Value

**Stage 8:
SLO
Coordinator**

No Value No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: Curriculum Committee	No Value	No Value

CO			
Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	BUS 366	BUS 366
	Course Status	New	New
	Course Characteristics	Noncredit Enhanced Non-Mirrored Noncredit	Noncredit Enhanced Non-Mirrored Noncredit
	Cross-Listed/Related Course Information	No Value	No Value
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	11/18/2025	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	No Value	No Value

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	BUSD366.

Changed	Field	Current Version
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 18, 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	CCC000656043

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

De Anza College
Change Report
 04/22/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics

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

Section**Changed field**

Stand-Alone Statement

Stand-Alone Statement

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

DEI Review

Please summarize the ways in which your course includes DEI.

DEI Review

Please check all areas in the COR that address DEI.


UC Transferable and/or Lower-Division Major Requirement





Will the course be UC transferable?

UC Transferable and/or Lower-Division Major Requirement



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

General Information


Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> eLumenData, eLumenData 	<ul style="list-style-type: none"> Saied Rafati Nguyen, Vinh
	Course ID (CB01A and CB01B)	ENGRD077.	ENGRD077.
	Course Control Number	CCC000030517	CCC000030517
	Course Title (CB02)	Special Projects in Engineering	Special Projects in Engineering
	Short Course Title	SPECIAL PROJ IN ENGINEERING	SPECIAL PROJ IN ENGINEERING
	TOP Code (CB03)	0901.00	0901.00 Engineering, General (requires Calculus) (Transfer)
	CIP Code	Engineering, General.	14.0101 Engineering, General.
	Department	ENGR - Engineering	ENGR - Engineering

Changed	Field	Current Version	Proposed Version
	Effective Term	Fall 2021	Fall 2021 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course involves individual special reading, writing, or study projects in engineering as determined in consultation with the instructor.	Students will engage in an independent or collaborative project in Engineering under the close supervision of a faculty member, focusing on a fundamental problem within their discipline. This course emphasizes the development of research skills. Students will identify or formulate a research question based on their understanding of the discipline, apply skills and techniques learned in their coursework to conduct their research project, and produce a professional capstone product, such as a report or a device, that reflects their systematic and in-depth inquiry. The capstone product will be developed in close collaboration with the faculty member and must be approved by the faculty member and/or the department. Students will also demonstrate in writing how their work contributes to the discovery and interpretation of knowledge significant to their field of study, present their findings in a properly formatted, professionally rigorous document or other appropriate capstone product, and formally present their capstone product to faculty and/ or peers during an approved date and time.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	No value	<ul style="list-style-type: none"> • In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	• Engineering
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	• FHDA FSA - ENGINEERING


Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable. This is a stand-alone course. This is a special projects course addressing various topics in engineering.	This course is CSU transferable. This is a stand-alone course. This is a special projects course addressing various topics in engineering.


Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No <u>Yes</u>
	Foothill Faculty Consultation Name	No value	<u>Sarah Parikh</u>
	Foothill Course ID	No value	<u>ENGR 70R</u>

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 stand-alone course because it does not belong to any degree program or certificate.</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
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<p>1)<u>Basic Course Information -Course Description Promotes inclusion by allowing students to pursue independent or collaborative projects that reflect their unique interests, backgrounds, and problem-solving approaches in engineering.</u></p> <p>2)<u>Specifications – Methods of Instruction Faculty-guided discussions and project reviews create equitable mentorship opportunities and value diverse research perspectives and experiences.</u></p> <p>3)<u>Specifications – Methods of Evaluation Assessment through written reports and presentations provides multiple ways for students to demonstrate knowledge, creativity, and communication skills across varied learning styles.</u></p> <p>4)<u>Outline – Course Outline Encourages innovation and teamwork through real-world engineering challenges using accessible technologies, fostering equitable participation and recognition of diverse contributions.</u></p> <p>5)<u>Specification- Examples of Primary Texts and References There is no required textbook for this course. To promote equity and access for all students, the instructor will encourage the use of freely available, high-quality online resources.</u></p>



Please check all areas in the COR that address DEI.

No value


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


More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No value	<u>No</u>

Associated Programs

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

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

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

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	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

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

Credit / Non-Credit Options			

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


Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

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

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Discussion of relevant engineering literature and periodic discussion or interpretation of project results</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Discussion of relevant engineering literature Discussion project results Collaborative projects</p>
	Assignments	1. To be determined in consultation with instructor. See Sections 3 and 4 of Special Project Contract.	1. To be determined in consultation with instructor. See Sections 3 and 4 of Special Project Contract.

Changed

Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	1. Written report or documented methodology (such as a laboratory notebook) and/or examination, to be evaluated as defined by the Special Projects Contract.

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	1. Outside reading/investigation and a presentation/written report and/or written assignments , to be evaluated as defined by the special projects contract.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Dependent upon the nature of the project

Essential College Facilities:

- None.

Essential Student Materials:

- Dependent upon the nature of the project


Essential College Facilities:

- None

Examples of Primary Texts and References


Title	No value
Author	To be determined in consultation with the instructor. See Sections 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	To be determined in consultation with the instructor. See Sections 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value







Changed	Field	Current Version	Proposed Version				
	Suggested Reading List	<table border="1"> <tr> <td>Reading List</td> <td>None.</td> </tr> <tr> <td>May include, but are not limited to</td> <td>No value</td> </tr> </table>	Reading List	None.	May include, but are not limited to	No value	No value
Reading List	None.						
May include, but are not limited to	No value						

Learning Outcomes											
Changed	Field	Current Version	Proposed Version								
	Course Objectives	<ul style="list-style-type: none"> Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract 	<ul style="list-style-type: none"> Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract 								
	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.	Expected SLO Performance	0.0
CSLOs	Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.										
Expected SLO Performance	0.0										
CSLOs	Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.										
Expected SLO Performance	0.0										

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract <ol style="list-style-type: none"> 1. Demonstrate an understanding of selected areas of study within the realm of the engineering sciences. 2. Evaluate current engineering literature related to the chosen research topic. 3. Gain experience and develop skill in laboratory and/or theoretical analysis. 	1. Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract <ol style="list-style-type: none"> 1. Demonstrate an understanding of selected areas of study within the realm of the engineering sciences. 2. Evaluate current engineering literature related to the chosen research topic.
	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)	202122	No Value
	Banner Division	2PS	No Value
	Catalog Term (21-22)	21-22	No Value
	5 Year Revision Year (2021)	2020	No Value
	Effective Quarter	Fall	No Value
	Effective Year (2021)	2020	No Value

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ENGR 077	ENGR 077
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	ENGR	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	! Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	! Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	! Noncredit Enhanced Funding Indicator	N	No Value
	! In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235010	No Value
!	Account Code	1320	No Value
!	Program Code	090100	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):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in ENGR D077X or ENGR D077Y.)	(Not open to students with credit in ENGR D077X or ENGR D077Y.)
	Entrance Skills(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

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

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 3:
Produce
written work
using a cyclical
process of
multipl
drafts and
revisions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	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
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If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value


No Value

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

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	-Consent of instructor and division dean -An approved Special Projects Contract that outlines the research question, methodology, expected outcomes, and timeline -Completion of or concurrent enrollment in advanced engineering and computer science coursework (e.g., Engineering 10, Engineering 37, CIS35B , CIS 36B, CIS 41B) -Demonstrated technical maturity and interest in collaborative engineering projects that integrate theory, practical constraints, and real-world applications. - Ability to work independently or in a team setting on formal mathematical investigation - Commitment to submitting a formal written product and/or giving an oral presentation of findings
	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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Comments


Changed	Questions	Current Version	Proposed Version
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Stage 2: Department Chair

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			12/08/2025	Specifications of Instruction	Methods	Suggested	Discussion is the only noted method of instruction. Consider adding any additional methods of instruction that students might receive in the class, if appropriate, to provide multiple means of accessible engagement for students. If not appropriate, you can disregard - this is a suggestion only! Methods of evaluation only note reading/writing evaluation, but DEI box notes presentations. If presentations are a method of evaluation in the course, please add presentations to methods of evaluation; it increases students' options for demonstrating knowledge and being evaluated (in keeping with multiple means of action and expression, Universal Design for Learning). If presentations are not a method of evaluation, please remove it from the DEI box.	Y
			12/08/2025	Specifications of Evaluation	Methods	Required		Y

Changed	Questions	Current Version	Proposed Version						
			12/08/2025	Outline	Course Outline	Suggested	Consider adding space to discuss inequities/barriers to inclusion specific to the field of engineering if appropriate. If not appropriate, let me know (Initiator's Response).	not applicable	
	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	Date 1/26	Tab Matrix H	Part - Field Objective 2	Type of Edit Required	Edit Please complete for your limitation on enrollment.	Initiator - Indicate "Y" When Completed or Initiator's Response	
	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	ENGRD077.

Changed	Field	Current Version
	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	CCC000030517

Articulation

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

De Anza College
Change Report
 04/22/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics

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

Section**Changed field**

Stand-Alone Statement

Stand-Alone Statement

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

DEI Review

Please summarize the ways in which your course includes DEI.

DEI Review

Please check all areas in the COR that address DEI.


UC Transferable and/or Lower-Division Major Requirement





Will the course be UC transferable?

UC Transferable and/or Lower-Division Major Requirement



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

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> eLumenData, eLumenData 	<ul style="list-style-type: none"> Saied Rafati Nguyen, Vinh
	Course ID (CB01A and CB01B)	ENGRD077X	ENGRD077X
	Course Control Number	CCC000370453	CCC000370453
	Course Title (CB02)	Special Projects in Engineering	Special Projects in Engineering
	Short Course Title	SPECIAL PROJ IN ENGINEERING	SPECIAL PROJ IN ENGINEERING
	TOP Code (CB03)	0901.00	0901.00 Engineering, General (requires Calculus) (Transfer)
	CIP Code	Engineering, General.	14.0101 Engineering, General.
	Department	ENGR - Engineering	ENGR - Engineering

Changed	Field	Current Version	Proposed Version
	Effective Term	Fall 2021	Fall 2021 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course involves individual special reading, writing, or study projects in engineering as determined in consultation with the instructor.	Students will engage in an independent or collaborative project in Engineering under the close supervision of a faculty member, focusing on a fundamental problem within their discipline. This course emphasizes the development of research skills. Students will identify or formulate a research question based on their understanding of the discipline, apply skills and techniques learned in their coursework to conduct their research project, and produce a professional capstone product, such as a report or a device, that reflects their systematic and in-depth inquiry. The capstone product will be developed in close collaboration with the faculty member and must be approved by the faculty member and/or the department. Students will also demonstrate in writing how their work contributes to the discovery and interpretation of knowledge significant to their field of study, present their findings in a properly formatted, professionally rigorous document or other appropriate capstone product, and formally present their capstone product to faculty and/ or peers during an approved date and time.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	No value	<ul style="list-style-type: none"> • In person ONLY


Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	• Engineering
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	• FHDA FSA - ENGINEERING

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable. This is a stand-alone course. This is a special projects course addressing various topics in engineering.	This course is CSU transferable. This is a stand-alone course. This is a special projects course addressing various topics in engineering.

Foothill Equivalency


Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	<u>Sarah Parikh</u>
	Foothill Course ID	No value	<u>ENGR 71R</u>
	Does the course have a Foothill equivalent?	No	No <u>Yes</u>


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 stand-alone course because it does not belong to any degree program or certificate.</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
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<p>1) <u>Basic Course Information- Course Description Promotes inclusion by allowing students to pursue independent or collaborative projects that reflect their unique interests, backgrounds, and problem-solving approaches in engineering.</u></p> <p>2) <u>Specifications – Methods of Instruction Faculty-guided discussions and project reviews create equitable mentorship opportunities and value diverse research perspectives and experiences.</u></p> <p>3) <u>Specifications – Methods of Evaluation Assessment through written reports and presentations provides multiple ways for students to demonstrate knowledge, creativity, and communication skills across varied learning styles.</u></p> <p>4) <u>Outline – Course Outline Encourages innovation and teamwork through real-world engineering challenges using accessible technologies, fostering equitable participation and recognition of diverse contributions.</u></p> <p>5) <u>Specification- Examples of Primary Texts and References There is no required textbook for this course. To promote equity and access for all students, the instructor will encourage the use of freely available, high-quality online resources.</u></p>



Please check all areas in the COR that address DEI.

No value


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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No value	<u>No</u>

Associated Programs

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

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	72	72

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	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

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

Credit / Non-Credit Options			

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


Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

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

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<div style="border: 1px solid gray; padding: 5px;"> <p>Methods of Instruction</p> <p>Methods of Instruction Discussion of relevant engineering literature and periodic discussion or interpretation of project results</p> </div>	<div style="border: 1px solid gray; padding: 5px;"> <p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Discussion of relevant engineering literature Discussion project results Collaborative projects</p> </div>
	Assignments	1. To be determined in consultation with instructor. See Sections 3 and 4 of Special Project Contract.	1. To be determined in consultation with instructor. See Sections 3 and 4 of Special Project Contract.

Changed

Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	1. Written report or documented methodology (such as a laboratory notebook) and/or examination, to be evaluated as defined by the Special Projects Contract.

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	1. Outside reading/investigation and a presentation/written report and/or written assignments , to be evaluated as defined by the special projects contract.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Dependent upon the nature of the project

Essential College Facilities:

- None.

Essential Student Materials:

- Dependent upon the nature of the project


Essential College Facilities:

- None

Examples of Primary Texts and References

Title	No value
Author	To be determined in consultation with the instructor. See Sections 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	To be determined in consultation with the instructor. See Sections 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

Changed	Field	Current Version	Proposed Version				
	Suggested Reading List	<table border="1"> <tr> <td>Reading List</td> <td>None.</td> </tr> <tr> <td>May include, but are not limited to</td> <td>No value</td> </tr> </table>	Reading List	None.	May include, but are not limited to	No value	No value
Reading List	None.						
May include, but are not limited to	No value						

Learning Outcomes											
Changed	Field	Current Version	Proposed Version								
	Course Objectives	<ul style="list-style-type: none"> Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract 	<ul style="list-style-type: none"> Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract 								
	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.	Expected SLO Performance	0.0
CSLOs	Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.										
Expected SLO Performance	0.0										
CSLOs	Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.										
Expected SLO Performance	0.0										






Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract <ol style="list-style-type: none"> 1. Demonstrate an understanding of selected areas of study within the realm of the engineering sciences. 2. Evaluate current engineering literature related to the chosen research topic. 3. Gain experience and develop skill in laboratory and/or theoretical analysis. 	1. Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract <ol style="list-style-type: none"> 1. Demonstrate an understanding of selected areas of study within the realm of the engineering sciences. 2. Evaluate current engineering literature related to the chosen research topic.
	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)	202122	No Value
!	Banner Division	2PS	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ENGR 077X	ENGR 077X
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	ENGR	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	ENGR 77	ENGR 77
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	Noncredit Enhanced Funding Indicator	N	No Value
	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235010	No Value
!	Account Code	1320	No Value
!	Program Code	090100	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):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in ENGR D077. or ENGR D077Y.)	(Not open to students with credit in ENGR D077. or ENGR D077Y.)
	Entrance Skills(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

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

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 3:
Produce
written work
using a cyclical
process of
multipl
drafts and
revisions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	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
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If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value


No Value

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

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	-Consent of instructor and division dean -An approved Special Projects Contract that outlines the research question, methodology, expected outcomes, and timeline -Completion of or concurrent enrollment in advanced engineering and computer science coursework (e.g., Engineering 10, Engineering 37, CIS35B , CIS 36B, CIS 41B) -Demonstrated technical maturity and interest in collaborative engineering projects that integrate theory, practical constraints, and real-world applications. - Ability to work independently or in a team setting on formal mathematical investigation - Commitment to submitting a formal written product and/or giving an oral presentation of findings
	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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value


Comments


Changed	Questions	Current Version	Proposed Version
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Stage 2: Department Chair

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			12/08/2025	Specifications of Instruction	Methods	Suggested	Discussion is the only noted method of instruction. Consider adding any additional methods of instruction that students might receive in the class, if appropriate, to provide multiple means of accessible engagement for students. If not appropriate, you can disregard - this is a suggestion only! Methods of evaluation only note reading/writing evaluation, but DEI box notes presentations. If presentations are a method of evaluation in the course, please add presentations to methods of evaluation; it increases students' options for demonstrating knowledge and being evaluated (in keeping with multiple means of action and expression, Universal Design for Learning). If presentations are not a method of evaluation, please remove it from the DEI box.	Y
			12/08/2025	Specifications of Evaluation	Methods	Required		Y

Changed	Questions	Current Version	Proposed Version						
			12/08/2025	Outline	Course Outline	Suggested	Consider adding space to discuss inequities/barriers to inclusion specific to the field of engineering if appropriate. If not appropriate, let me know (Initiator's Response).	not applicable	
	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	Date 1/26	Tab Matrix H	Part - Field Objective 2	Type of Edit Required	Edit Please complete for your limitation on enrollment.	Initiator - Indicate "Y" When Completed or Initiator's Response	
	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	ENGRD077X

Changed	Field	Current Version
	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	CCC000370453

Articulation

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

De Anza College
Change Report
 04/22/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
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	Course Characteristics
Curriculum Office	CTE Status

Section	Changed field
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
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.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
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.

Section**Changed field**

DEI Review

Please check all areas in the COR that address DEI.



UC Transferable and/or Lower-Division Major Requirement




Will the course be UC transferable?

UC Transferable and/or Lower-Division Major Requirement



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

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	<ul style="list-style-type: none"> • Saied Rafati • Nguyen, Vinh
	Course ID (CB01A and CB01B)	ENGRD078X	ENGRD078X
	Course Control Number	CCC000568305	CCC000568305
	Course Title (CB02)	Special Projects in Electrical Engineering	Special Projects in Electrical Engineering
	Short Course Title	SPEC PROJ IN ELECTRICAL ENGR	SPEC PROJ IN ELECTRICAL ENGR
	TOP Code (CB03)	0901.00	0901.00 Engineering, General (requires Calculus) (Transfer)
	CIP Code	Engineering, General.	14.0101 Engineering, General.
	Department	ENGR - Engineering	ENGR - Engineering
	Effective Term	Fall 2021	Fall 2024 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This course involves individual special reading, writing, or study projects in electrical engineering as determined in consultation with the instructor.	Students will engage in an independent or collaborative project in Electrical Engineering under the close supervision of a faculty member, focusing on a fundamental problem within their discipline. This course emphasizes the development of research skills. Students will identify or formulate a research question based on their understanding of the discipline, apply skills and techniques learned in their coursework to conduct their research project, and produce a professional capstone product, such as a report or a device, that reflects their systematic and in-depth inquiry. The capstone product will be developed in close collaboration with the faculty member and must be approved by the faculty member and/or the department. Students will also demonstrate in writing how their work contributes to the discovery and interpretation of knowledge significant to their field of study, present their findings in a properly formatted, professionally rigorous document or other appropriate capstone product, and formally present their capstone product to faculty and/ or peers during an approved date and time.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	No value	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Engineering
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - ENGINEERING

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course. This course is also CSU transferable. This course permits more in-depth study in electrical engineering than is covered in other courses or permits in-depth study of electrical engineering that is not covered in De Anza College's other courses but that relate to students' fields of study. This special projects class focuses on topics in electrical engineering.	This is a stand-alone course. This course is also CSU transferable. This course permits more in-depth study in electrical engineering than is covered in other courses or permits in-depth study of electrical engineering that is not covered in De Anza College's other courses but that relate to students' fields of study. This special projects class focuses on topics in electrical engineering.

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 stand-alone course because it does not belong to any degree program or certificate.</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>No</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	<p><u>1) Basic Course Information- Course Description Promotes inclusion by allowing students to pursue independent or collaborative projects that reflect their unique interests, backgrounds, and problem-solving approaches in electrical engineering. 2) Specifications – Methods of Instruction Faculty-guided discussions and project reviews create equitable mentorship opportunities and value diverse research perspectives and experiences. 3) Specifications – Methods of Evaluation Assessment through written reports and presentations provides multiple ways for students to demonstrate knowledge, creativity, and communication skills across varied learning styles. 4) Outline – Course Outline Encourages innovation and teamwork through real-world electrical engineering challenges using accessible technologies, fostering equitable participation and recognition of diverse contributions. 5) Specification- Examples of Primary Texts and References There is no required textbook for this course. To promote equity and access for all students, the instructor will encourage the use of freely available, high-quality online resources.</u></p>
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • Specifications - Methods of Evaluation • Outline - Course Outline • Basic Course Information - Course Description • Specifications - Methods of Instruction • Specifications - Examples of Primary Texts and References

More Options

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

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	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
!	Will the course be UC transferable?	No value	<u>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)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12




Changed	Field	Current Version	Proposed Version
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP


Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications


Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Discussion of assigned readings Discussion of research topics Oversight of individual student project</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Discussion of relevant electrical engineering literature Discussion project results Collaborative projects</p>
	Assignments	1. To be determined in consultation with instructor. See items 3 and 4 of Special Projects Contract.	1. To be determined in consultation with instructor. See items 3 and 4 of Special Projects Contract.

Changed	Field	Current Version	Proposed Version																				
	Methods of Evaluation	<table border="1"> <tr> <td>Methods of Evaluation</td> <td></td> </tr> <tr> <td>Methods of Evaluation</td> <td>1. Outside reading/investigation and a written report and/or and written assignments and/or examination are required and to be evaluated as defined by the special projects contract.</td> </tr> </table>	Methods of Evaluation		Methods of Evaluation	1. Outside reading/investigation and a written report and/or and written assignments and/or examination are required and to be evaluated as defined by the special projects contract.	<table border="1"> <tr> <td>Methods of Evaluation</td> <td>Methods of Evaluation</td> </tr> <tr> <td>Methods of Evaluation</td> <td>1. Outside reading/investigation and a presentation/written report and/or written assignments , to be evaluated as defined by the special projects contract.</td> </tr> </table>	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation	1. Outside reading/investigation and a presentation/written report and/or written assignments , to be evaluated as defined by the special projects contract.												
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Methods of Evaluation	1. Outside reading/investigation and a written report and/or and written assignments and/or examination are required and to be evaluated as defined by the special projects contract.																						
Methods of Evaluation	Methods of Evaluation																						
Methods of Evaluation	1. Outside reading/investigation and a presentation/written report and/or written assignments , to be evaluated as defined by the special projects contract.																						
	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> Dependent upon the nature of the project <p>Essential College Facilities:</p> <ul style="list-style-type: none"> None. 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> Dependent upon the nature of the project <p>Essential College Facilities:</p> <ul style="list-style-type: none"> None 																				
	Examples of Primary Texts and References	<table border="1"> <tr> <td>Title</td> <td>No value</td> </tr> <tr> <td>Author</td> <td>To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.</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	To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table border="1"> <tr> <td>Title</td> <td>No value</td> </tr> <tr> <td>Author</td> <td>To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.</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	To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value
Title	No value																						
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Publisher	No value																						
Date/Edition	No value																						
ISBN	No value																						
	Suggested Reading List	<table border="1"> <tr> <td>Reading List</td> <td>None.</td> </tr> <tr> <td>May include, but are not limited to</td> <td>No value</td> </tr> </table>	Reading List	None.	May include, but are not limited to	No value	No value																
Reading List	None.																						
May include, but are not limited to	No value																						

Learning Outcomes

Changed	Field	Current Version	Proposed Version								
	Course Objectives	<ul style="list-style-type: none"> Complete project objectives/requirements as determined in items 3, 4, and 5 of Special Projects Contract. 	<ul style="list-style-type: none"> Complete project objectives/requirements as determined in items 3, 4, and 5 of Special Projects Contract. 								
	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Investigate an area of special interest in the fields of Electrical Engineering and demonstrate an appropriate level of understanding and expertise.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Investigate an area of special interest in the fields of Electrical Engineering and demonstrate an appropriate level of understanding and expertise.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Investigate an area of special interest in the fields of Electrical Engineering and demonstrate an appropriate level of understanding and expertise.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Investigate an area of special interest in the fields of Electrical Engineering and demonstrate an appropriate level of understanding and expertise.	Expected SLO Performance	0.0
CSLOs	Investigate an area of special interest in the fields of Electrical Engineering and demonstrate an appropriate level of understanding and expertise.										
Expected SLO Performance	0.0										
CSLOs	Investigate an area of special interest in the fields of Electrical Engineering and demonstrate an appropriate level of understanding and expertise.										
Expected SLO Performance	0.0										

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> Complete project objectives/requirements as determined in items 3, 4, and 5 of Special Projects Contract. <ol style="list-style-type: none"> Demonstrate an understanding of selected areas of study within the realm of Electrical Engineering Evaluate current electrical engineering literature related to the chosen research topic. 	<ol style="list-style-type: none"> Complete project objectives/requirements as determined in items 3, 4, and 5 of Special Projects Contract. <ol style="list-style-type: none"> Demonstrate an understanding of selected areas of study within the realm of Electrical Engineering Evaluate current electrical engineering literature related to the chosen research topic.
	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)	202122	No Value
!	Banner Division	2PS	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	ENGR 078X	ENGR 078X
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	ENGR	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	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

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	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).)	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235010	No Value
!	Account Code	1320	No Value
!	Program Code	090100	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):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in ENGR D078Y or ENGR D078Z.)	(Not open to students with credit in ENGR D078Y or ENGR D078Z.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	General Course Statement(s):	No Value	No Value
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	General Course Statement(s) - Other:	No Value	No Value
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Blue Form

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

A-Matrix Form

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

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Demonstrate the
ability to include
a variety of
sentence
structures in
writing.**

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self-regulated learning.	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
	<p>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.</p>	No Value	No Value

H-Matrix Form

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

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	-Consent of instructor and division dean -An approved Special Projects Contract that outlines the research question, methodology, expected outcomes, and timeline - Completion of or concurrent enrollment in advanced engineering and computer science coursework (e.g., Engineering 10, Engineering 37, CIS35B , CIS 36B, CIS 41B) - Demonstrated technical maturity and interest in collaborative engineering projects that integrate theory, practical constraints, and real-world applications. -Ability to work independently or in a team setting on formal mathematical investigation -Commitment to submitting a formal written product and/or giving an oral presentation of findings
	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
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Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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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	
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			12/08/2025	Specifications of Instruction	Methods of Instruction	Suggested	Discussion is the only noted method of instruction. Consider adding any additional methods of instruction that students might receive in the class, if appropriate, to provide multiple means of accessible engagement for students. If not appropriate, you can disregard - this is a suggestion only! Methods of evaluation only note reading/writing evaluation, but DEI box notes presentations. If presentations are a method of evaluation in the course, please add presentations to methods of evaluation; it increases students' options for demonstrating knowledge and being evaluated (in keeping with multiple means of action and expression, Universal Design for Learning). If presentations are not a method of evaluation, please remove it from the DEI box. Consider adding space to discuss inequities/barriers to inclusion specific to the field of engineering if appropriate. If not appropriate, let me know (Initiator's Response).	Y
			12/08/2025	Specifications of Evaluation	Methods of Evaluation	Required		Y
			12/08/2025	Outline	Course Outline	Suggested		not applicable.

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	Date Tab 1/26 H	Part - Field Matrix Objective 2	Type of Edit Required	Edit Please complete for your limitation on enrollment.	Initiator - Indicate "Y" When Completed or Initiator's Response
	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	ENGRD078X
	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	CCC000568305

Articulation

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

De Anza College
Change Report
 04/22/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
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	Course Characteristics
Curriculum Office	CTE Status

Section	Changed field
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
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.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
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.

Section**Changed field**

DEI Review

Please check all areas in the COR that address DEI.



UC Transferable and/or Lower-Division Major Requirement




Will the course be UC transferable?

UC Transferable and/or Lower-Division Major Requirement



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

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	<ul style="list-style-type: none"> • Saied Rafati • Nguyen, Vinh
	Course ID (CB01A and CB01B)	ENGRD078Y	ENGRD078Y
	Course Control Number	CCC000568304	CCC000568304
	Course Title (CB02)	Special Projects in Electrical Engineering	Special Projects in Electrical Engineering
	Short Course Title	SPEC PROJ IN ELECTRICAL ENGR	SPEC PROJ IN ELECTRICAL ENGR
	TOP Code (CB03)	0901.00	0901.00 Engineering, General (requires Calculus) (Transfer)
	CIP Code	Engineering, General.	14.0101 Engineering, General.
	Department	ENGR - Engineering	ENGR - Engineering
	Effective Term	Fall 2021	Fall 2024 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This course involves individual special reading, writing, or study projects in electrical engineering as determined in consultation with the instructor.	Students will engage in an independent or collaborative project in Electrical Engineering under the close supervision of a faculty member, focusing on a fundamental problem within their discipline. This course emphasizes the development of research skills. Students will identify or formulate a research question based on their understanding of the discipline, apply skills and techniques learned in their coursework to conduct their research project, and produce a professional capstone product, such as a report or a device, that reflects their systematic and in-depth inquiry. The capstone product will be developed in close collaboration with the faculty member and must be approved by the faculty member and/or the department. Students will also demonstrate in writing how their work contributes to the discovery and interpretation of knowledge significant to their field of study, present their findings in a properly formatted, professionally rigorous document or other appropriate capstone product, and formally present their capstone product to faculty and/ or peers during an approved date and time.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	No value	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Engineering
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - ENGINEERING

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course. This course is also CSU transferable. This course permits more in-depth study in electrical engineering than is covered in other courses or permits in-depth study of electrical engineering that is not covered in De Anza College's other courses but that relate to students' fields of study. This special projects class focuses on topics in electrical engineering.	This is a stand-alone course. This course is also CSU transferable. This course permits more in-depth study in electrical engineering than is covered in other courses or permits in-depth study of electrical engineering that is not covered in De Anza College's other courses but that relate to students' fields of study. This special projects class focuses on topics in electrical engineering.

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

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 stand-alone course because it does not belong to any degree program or certificate.</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>No</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	<p><u>1) Basic Course Information- Course Description Promotes inclusion by allowing students to pursue independent or collaborative projects that reflect their unique interests, backgrounds, and problem-solving approaches in electrical engineering. 2) Specifications – Methods of Instruction Faculty-guided discussions and project reviews create equitable mentorship opportunities and value diverse research perspectives and experiences. 3) Specifications – Methods of Evaluation Assessment through written reports and presentations provides multiple ways for students to demonstrate knowledge, creativity, and communication skills across varied learning styles. 4) Outline – Course Outline Encourages innovation and teamwork through real-world electrical engineering challenges using accessible technologies, fostering equitable participation and recognition of diverse contributions. 5) Specification- Examples of Primary Texts and References There is no required textbook for this course. To promote equity and access for all students, the instructor will encourage the use of freely available, high-quality online resources.</u></p>
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • Specifications - Methods of Evaluation • Outline - Course Outline • Basic Course Information - Course Description • Specifications - Methods of Instruction • Specifications - Examples of Primary Texts and References

More Options

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

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	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
!	Will the course be UC transferable?	No value	<u>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)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12




Changed	Field	Current Version	Proposed Version
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP


Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications


Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Discussion of assigned readings Discussion of research topics Oversight of individual student project</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Discussion of relevant engineering literature Discussion project results Collaborative projects</p>
	Assignments	1. To be determined in consultation with instructor. See items 3 and 4 of Special Projects Contract.	1. To be determined in consultation with instructor. See items 3 and 4 of Special Projects Contract.

Changed	Field	Current Version	Proposed Version																				
	Methods of Evaluation	<table border="1"> <tr> <td>Methods of Evaluation</td> <td></td> </tr> <tr> <td>Methods of Evaluation</td> <td>1. Outside reading/investigation and a written report and/or and written assignments and/or examination are required and to be evaluated as defined by the special projects contract.</td> </tr> </table>	Methods of Evaluation		Methods of Evaluation	1. Outside reading/investigation and a written report and/or and written assignments and/or examination are required and to be evaluated as defined by the special projects contract.	<table border="1"> <tr> <td>Methods of Evaluation</td> <td>Methods of Evaluation</td> </tr> <tr> <td>Methods of Evaluation</td> <td>1. Outside reading/investigation and a presentation/written report and/or written assignments , to be evaluated as defined by the special projects contract.</td> </tr> </table>	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation	1. Outside reading/investigation and a presentation/written report and/or written assignments , to be evaluated as defined by the special projects contract.												
Methods of Evaluation																							
Methods of Evaluation	1. Outside reading/investigation and a written report and/or and written assignments and/or examination are required and to be evaluated as defined by the special projects contract.																						
Methods of Evaluation	Methods of Evaluation																						
Methods of Evaluation	1. Outside reading/investigation and a presentation/written report and/or written assignments , to be evaluated as defined by the special projects contract.																						
	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> Dependent upon the nature of the project <p>Essential College Facilities:</p> <ul style="list-style-type: none"> None. 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> Dependent upon the nature of the project <p>Essential College Facilities:</p> <ul style="list-style-type: none"> None 																				
	Examples of Primary Texts and References	<table border="1"> <tr> <td>Title</td> <td>No value</td> </tr> <tr> <td>Author</td> <td>To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.</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	To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table border="1"> <tr> <td>Title</td> <td>No value</td> </tr> <tr> <td>Author</td> <td>To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.</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	To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value
Title	No value																						
Author	To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.																						
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Author	To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.																						
Publisher	No value																						
Date/Edition	No value																						
ISBN	No value																						
	Suggested Reading List	<table border="1"> <tr> <td>Reading List</td> <td>None.</td> </tr> <tr> <td>May include, but are not limited to</td> <td>No value</td> </tr> </table>	Reading List	None.	May include, but are not limited to	No value	No value																
Reading List	None.																						
May include, but are not limited to	No value																						

Learning Outcomes

Changed	Field	Current Version	Proposed Version								
	Course Objectives	<ul style="list-style-type: none"> Complete project objectives/requirements as determined in items 3, 4, and 5 of Special Projects Contract. 	<ul style="list-style-type: none"> Complete project objectives/requirements as determined in items 3, 4, and 5 of Special Projects Contract. 								
	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Investigate an area of special interest in the fields of Electrical Engineering and demonstrate an appropriate level of understanding and expertise.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Investigate an area of special interest in the fields of Electrical Engineering and demonstrate an appropriate level of understanding and expertise.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Investigate an area of special interest in the fields of Electrical Engineering and demonstrate an appropriate level of understanding and expertise.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Investigate an area of special interest in the fields of Electrical Engineering and demonstrate an appropriate level of understanding and expertise.	Expected SLO Performance	0.0
CSLOs	Investigate an area of special interest in the fields of Electrical Engineering and demonstrate an appropriate level of understanding and expertise.										
Expected SLO Performance	0.0										
CSLOs	Investigate an area of special interest in the fields of Electrical Engineering and demonstrate an appropriate level of understanding and expertise.										
Expected SLO Performance	0.0										

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> Complete project objectives/requirements as determined in items 3, 4, and 5 of Special Projects Contract. <ol style="list-style-type: none"> Demonstrate an understanding of selected areas of study within the realm of Electrical Engineering Evaluate current electrical engineering literature related to the chosen research topic. 	<ol style="list-style-type: none"> Complete project objectives/requirements as determined in items 3, 4, and 5 of Special Projects Contract. <ol style="list-style-type: none"> Demonstrate an understanding of selected areas of study within the realm of Electrical Engineering Evaluate current electrical engineering literature related to the chosen research topic.
	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)	202122	No Value
!	Banner Division	2PS	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	ENGR 078Y	ENGR 078Y
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	ENGR	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	ENGR 78X	ENGR 78X
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	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).)	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235010	No Value
!	Account Code	1320	No Value
!	Program Code	090100	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):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in ENGR D078X or ENGR D078Z.)	(Not open to students with credit in ENGR D078X or ENGR D078Z.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	General Course Statement(s):	No Value	No Value
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	General Course Statement(s) - Other:	No Value	No Value
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Blue Form

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

A-Matrix Form

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

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Demonstrate the ability to include a variety of sentence structures in writing.

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>If the requisite does not fall under an A-F Matrix 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.</p>	No Value	No Value

H-Matrix Form

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

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	-Consent of instructor and division dean -An approved Special Projects Contract that outlines the research question, methodology, expected outcomes, and timeline - Completion of or concurrent enrollment in advanced engineering and computer science coursework (e.g., Engineering 10, Engineering 37, CIS35B , CIS 36B, CIS 41B) - Demonstrated technical maturity and interest in collaborative engineering projects that integrate theory, practical constraints, and real-world applications. -Ability to work independently or in a team setting on formal mathematical investigation -Commitment to submitting a formal written product and/or giving an oral presentation of findings
	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
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Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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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	
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			12/08/2025	Specifications of Instruction	Methods of Instruction	Suggested	Discussion is the only noted method of instruction. Consider adding any additional methods of instruction that students might receive in the class, if appropriate, to provide multiple means of accessible engagement for students. If not appropriate, you can disregard - this is a suggestion only! Methods of evaluation only note reading/writing evaluation, but DEI box notes presentations. If presentations are a method of evaluation in the course, please add presentations to methods of evaluation; it increases students' options for demonstrating knowledge and being evaluated (in keeping with multiple means of action and expression, Universal Design for Learning). If presentations are not a method of evaluation, please remove it from the DEI box. Consider adding space to discuss inequities/barriers to inclusion specific to the field of engineering if appropriate. If not appropriate, let me know (Initiator's Response).	Y
			12/08/2025	Specifications of Evaluation	Methods of Evaluation	Required		Y
			12/08/2025	Outline	Course Outline	Suggested		not applicable

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	<table border="1"> <thead> <tr> <th>Date Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>1/26 H</td> <td>Matrix Objective 2</td> <td>Required</td> <td>Please complete for your limitation on enrollment.</td> <td>Y</td> </tr> </tbody> </table>	Date Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	1/26 H	Matrix Objective 2	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									
1/26 H	Matrix Objective 2	Required	Please complete for your 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	ENGRD078Y
	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	CCC000568304

Articulation

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

De Anza College
Change Report
 04/22/2026


Summary of Changes





Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

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

Section	Changed field
Course Justification	Course Justification
Course Philosophy	Course Philosophy
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.
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> eLumenData, eLumenData 	<ul style="list-style-type: none"> Alicia De Toro Pal, Gayatri
	Course ID (CB01A and CB01B)	E SD077X	E SD077X
	Course Control Number	CCC000439929	CCC000439929
	Course Title (CB02)	Special Projects in Environmental Studies	Special Projects in Environmental Studies
	Short Course Title	SPEC PROJS IN ENVIRON. STUDIES	SPEC PROJS IN ENVIRON. STUDIES
	TOP Code (CB03)	0302.00	0302.00 Environmental Studies

Changed	Field	Current Version	Proposed Version
	CIP Code	Environmental Studies	03.0103 Environmental Studies
	Department	E S - Environmental Studies	E S - Environmental Studies
	Effective Term	Fall 2021	Fall 2024 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course requires students to conduct an individual research project in environmental studies that is determined in consultation with the instructor. An outside reading and written report are required.	Welcome to a course designed around your curiosity, creativity, and interests. In this class, you will design and complete an independent research, hands-on, or experiential project in environmental studies. Working collaboratively with the instructor and your environmental studies community, you will shape your project topic, approach, and outcomes based on issues that matter to you and are relevant to the field. This course encourages independent inquiry, critical thinking, interdisciplinary problem-solving skills, and real-world engagement through activities such as fieldwork (learning outdoors or in the community), laboratory practice (guided scientific investigation), and community-engaged learning (working with local groups).
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
!	Discipline 2	No value	<ul style="list-style-type: none"> Biological Sciences
!	Discipline 3	No value	<ul style="list-style-type: none"> Ecology
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This is a stand-alone, CSU transferable course that was developed based on student demand for special projects in the environmental studies career track. The student develops the skill base to communicate workplace or field studies principles and practices learned from an Environmental Studies special project experience.</p>	<p>This is a stand-alone, CSU transferable course that was developed based on <u>to provide students with structured opportunities for independent inquiry, applied learning, and experiential engagement within environmental studies. It responds to</u> student demand for special projects in the <u>project-based coursework that supports deeper exploration of environmental studies career track- issues while cultivating research, analytical, and problem-solving skills.</u> The student develops the skill base <u>course complements existing lecture and laboratory offerings by emphasizing student-designed research, hands-on investigation, and interdisciplinary approaches. It supports academic, transfer, and career pathways by enabling students to communicate workplace or field studies principles- develop practical competencies, critical thinking abilities, and professional communication skills relevant to environmental science and practices learned from an Environmental Studies special project experience- related fields.</u></p>

Foothill Equivalency

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

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	<p><u>The course emphasizes intellectual growth rather than fixed measures of ability. Challenges, experimentation, revision, and reflection are treated as essential parts of learning. Students are encouraged to take academic risks, develop resilience, and refine their thinking through feedback and iteration. Instructional practices and assessments are intentionally designed to support equitable access to learning. Multiple ways of inquiry, analysis, creativity, and knowledge demonstration are valued. Collaboration, critical thinking, and real-world problem solving are central to the course experience. This philosophy affirms that every student is capable of growth, meaningful contribution, and success.</u></p>


Formerly Statement


Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement


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Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This stand-alone, CSU-transferable course was developed in response to student interest in pursuing specialized projects within the environmental studies career pathway. The course provides students with the opportunity to design and complete independent research, hands-on, or experiential projects aligned with their academic, professional, and personal interests. Students will develop practical skills and professional competencies through project-based learning, emphasizing critical thinking, problem solving, and applied experience. The course also focuses on the effective communication of workplace and field-study principles and practices gained through project development and implementation. Through guided independent inquiry and instructor mentorship, students will connect theory with practice while exploring real-world environmental challenges.</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>No</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>This course advances principles of diversity, equity, and inclusion by centering student agency, varied ways of learning, and multiple perspectives in environmental studies. Through individualized research, hands-on, and experiential projects, students are encouraged to pursue topics that reflect their interests, backgrounds, lived experiences, and career goals. The project-based structure promotes equity by allowing diverse learners to demonstrate knowledge through multiple modalities, including fieldwork, applied practice, creative inquiry, and community-engaged learning. Students may investigate environmental issues affecting different communities, regions, or social contexts, fostering awareness of environmental justice, cultural perspectives, and the unequal distribution of environmental impacts. By emphasizing collaboration, mentorship, and flexible project design, the course supports inclusive participation, reduces barriers to engagement, and values diverse forms of knowledge, problem-solving approaches, and communication styles.</u>



Please check all areas in the COR that address DEI.

No value


- Outline - Course Outline
- Basic Course Information - Course Description
- Specifications - Assignments
- Specifications - Methods of Instruction
- Specifications - Methods of Evaluation

More Options

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

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No 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>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)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile			

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

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

Credit / Non-Credit Options

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


Credit Units

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

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

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

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Discussion of assigned reading Homework and extended projects Field observation and field trips Collaborative projects</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Discussion of environmental topics Hands-On Experiments & Hypothesis Testing Data Collection & Documentation Final Presentation</p>

Changed	Field	Current Version	Proposed Version
!	Assignments	<ol style="list-style-type: none"> 1. To be determined in consultation with instructor. See 3 and 4 of Special Projects Contract. 2. Examples such as a written final project and assessment of the special project experience. 	<ol style="list-style-type: none"> 1. Design and complete individual research project with ongoing feedback from the instructor and peers. <ol style="list-style-type: none"> 1. Carry out hands-on experimental project in environmental studies 2. Include diverse perspectives, community contexts, interdisciplinary approaches and self reflection 2. Final Deliverable <ol style="list-style-type: none"> 1. Short report 2. Oral presentation or another accessible format aligned with their project design

Changed Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- 1. Examples such as a final written and oral report on the subject of study, or successful completion of a final examination, with the exact method to be agreed upon by the instructor.

Methods of Evaluation

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Assessment of student work and final deliverable(s) will be evaluated using a holistic, equity-minded approach that emphasizes critical inquiry, conceptual understanding, and intellectual growth. Assessment prioritizes clarity of ideas, depth of analysis, application of course concepts, and reflective learning rather than adherence to a single mode of expression. 2. Evaluation recognizes diverse ways of demonstrating knowledge, creativity, and communication. Students may present their learning through approved formats (e.g., written, visual, design-based, multimedia, or presentation-based), with emphasis placed on the effectiveness, coherence, and purpose of the chosen medium. Examples of prior successful

Changed

Field

Current Version

Proposed Version

projects are provided.



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	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value



Suggested Reading List

Reading List	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
May include, but are not limited to	No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
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Course Objectives

- | | |
|--|---|
| <ul style="list-style-type: none"> • Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. • Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies. • Gain experience and develop skills in research, fieldwork, classroom activities or other learning environments in environmental studies. | <ul style="list-style-type: none"> • Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. • Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies. • Enhance skills in research, fieldwork, classroom activities or other learning environments in environmental studies. • Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives. |
|--|---|

CSLOs

CSLOs

Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Studies special project experience.

Expected SLO Performance 0.0

CSLOs



Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Studies special project experience.

Expected SLO Performance 0.0






Course Outline










Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</p> <ol style="list-style-type: none"> 1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental studies topic or issue. 2. Examine the impact of an environmental issue or topic on the local community or region, state, nation or world. 3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role. 4. Demonstrate an understanding of selected area(s) of study within the realm of environmental studies <p>2. Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</p> <ol style="list-style-type: none"> 1. Explore environmental studies journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field. 2. Assess leadership and team-building skills necessary as part of the specialized study <p>3. Gain experience and develop skills in research, fieldwork, classroom activities or other</p>	<p>1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</p> <ol style="list-style-type: none"> 1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental studies topic or issue. 2. Examine the impact of an environmental issue or topic on the local community or region, state, nation, or world, including environmental justice. 3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role. 4. Demonstrate an understanding of selected area(s) of study within the realm of environmental studies <p>2. Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</p> <ol style="list-style-type: none"> 1. Explore environmental studies journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field. 2. Assess leadership and team-building skills necessary as part of the specialized study <p>3. Enhance skills in research, fieldwork, classroom activities or</p>

Changed	Field	Current Version	Proposed Version
		learning environments in environmental studies. 1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken. 2. Assess further academic studies and/or skills necessary for a career related to this special project experience	other learning environments in environmental studies. 1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken. 2. Assess further academic studies and/or skills necessary for a career related to this special project experience 4. Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives. 1. Reflect on the project in a written final report 2. Share the findings with the community through multiple modalities including oral presentation, video, podcast, digital story according to their strengths and preference.
	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)	202122	No Value
	Banner Division	2BH	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	E S 077X	E S 077X
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	E S	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	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)	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).)	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	Noncredit Enhanced Funding Indicator	N	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	237005	No Value
	Account Code	1320	No Value
	Program Code	030200	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):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in E S D077Y or E S D077Z.)	(Not open to students with credit in E S D077Y or E S D077Z.)

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

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

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

No Value

No Value

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

No Value

No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

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

No Value

No Value

Comments


Changed	Questions	Current Version	Proposed Version
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Stage 2: Department Chair

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
		No Value	Date	Tab	Part - Field	Type of Edit	Edit	
!	Stage 3: DEI	No Value	03/04/2026	Specifications	Methods of Instruction	Suggested	Thanks for providing this list. It is not clear what methods of instruction come with the "Assessment" items. Does this mean it is the instructor working directly to provide verbal instruction/guidance? Please consider clarifying what instructional methods come with these assessment items. Do any of these assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or	Y
			03/04/2026	Specifications	Assignments	Suggested	self-reflection? If so, consider clarifying for the relevant assignment. If not appropriate, please let me know in the initiator response box in this table. For any of these evaluation methods, does instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider adding this to the relevant assignment. If not appropriate, just let me know in the initiator response box.	Y
			03/04/2026	Specifications	Methods of Evaluation	Suggested	for all students when possible and appropriate? If yes, consider adding this to the relevant assignment. If not appropriate, just let me know in the initiator response box.	Y

Changed	Questions	Current Version	Proposed Version												
		03/04/2026	Outline Course Outline Suggested												
			Consider minor revisions to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject . If not appropriate, please let me know in the initiator response box in this table -- as you already discuss "Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives", there COR is in a strong place already. Students examine topics including environmental justice that addresses inequities, racism, or other barriers across historically disadvantaged communities												
	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	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>3/18/26</td> <td>Matrix H</td> <td>Objective 2</td> <td>Required</td> <td>complete for your limitation on enrollment</td> <td>Y</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	3/18/26	Matrix H	Objective 2	Required	complete for your limitation on enrollment	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response										
3/18/26	Matrix H	Objective 2	Required	complete for your 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	E SD077X
	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	CCC000439929

Articulation

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

De Anza College
Change Report
 04/22/2026


Summary of Changes





Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

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

Section	Changed field
Course Justification	Course Justification
Course Philosophy	Course Philosophy
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 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	<ul style="list-style-type: none"> eLumenData, eLumenData 	<ul style="list-style-type: none"> Alicia De Toro Pal, Gayatri
	Course ID (CB01A and CB01B)	E SD077Y	E SD077Y
	Course Control Number	CCC000265007	CCC000265007
	Course Title (CB02)	Special Projects in Environmental Studies	Special Projects in Environmental Studies
	Short Course Title	SPEC PROJS IN ENVIRON. STUDIES	SPEC PROJS IN ENVIRON. STUDIES
	TOP Code (CB03)	0302.00	0302.00 Environmental Studies

Changed	Field	Current Version	Proposed Version
	CIP Code	Environmental Studies	03.0103 Environmental Studies
	Department	E S - Environmental Studies	E S - Environmental Studies
	Effective Term	Fall 2021	Fall 2024 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course requires students to conduct an individual research project in environmental studies that is determined in consultation with the instructor. An outside reading and written report are required.	Welcome to a course designed around your curiosity, creativity, and interests. In this class, you will design and complete an independent research, hands-on, or experiential project in environmental studies. Working collaboratively with the instructor and your environmental studies community, you will shape your project topic, approach, and outcomes based on issues that matter to you and are relevant to the field. This course encourages independent inquiry, critical thinking, interdisciplinary problem-solving skills, and real-world engagement through activities such as fieldwork (learning outdoors or in the community), laboratory practice (guided scientific investigation), and community-engaged learning (working with local groups).
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
!	Discipline 2	No value	<ul style="list-style-type: none"> Biological Sciences
!	Discipline 3	No value	<ul style="list-style-type: none"> Ecology
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This is a stand-alone, CSU transferable course that was developed based on student demand for special projects in the environmental studies career track. The student develops the skill base to communicate workplace or field studies principles and practices learned from an Environmental Studies special project experience.</p>	<p>This is a stand-alone, CSU transferable course that was developed based on <u>to provide students with structured opportunities for independent inquiry, applied learning, and experiential engagement within environmental studies. It responds to</u> student demand for special projects in the <u>project-based coursework that supports deeper exploration of environmental studies</u> career track. <u>issues while cultivating research, analytical, and problem-solving skills.</u> The student develops the skill base <u>course complements existing lecture and laboratory offerings by emphasizing student-designed research, hands-on investigation, and interdisciplinary approaches. It supports academic, transfer, and career pathways by enabling students to communicate workplace or field studies principles</u> develop practical competencies, critical thinking abilities, and professional communication skills relevant to environmental science and practices learned from an Environmental Studies special project experience. <u>related fields.</u></p>

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	<u>The course emphasizes intellectual growth rather than fixed measures of ability. Challenges, experimentation, revision, and reflection are treated as essential parts of learning. Students are encouraged to take academic risks, develop resilience, and refine their thinking through feedback and iteration. Instructional practices and assessments are intentionally designed to support equitable access to learning. Multiple ways of inquiry, analysis, creativity, and knowledge demonstration are valued. Collaboration, critical thinking, and real-world problem solving are central to the course experience. This philosophy affirms that every student is capable of growth, meaningful contribution, and success.</u>


Formerly Statement


Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement


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Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This stand-alone, CSU-transferable course was developed in response to student interest in pursuing specialized projects within the environmental studies career pathway. The course provides students with the opportunity to design and complete independent research, hands-on, or experiential projects aligned with their academic, professional, and personal interests. Students will develop practical skills and professional competencies through project-based learning, emphasizing critical thinking, problem solving, and applied experience. The course also focuses on the effective communication of workplace and field-study principles and practices gained through project development and implementation. Through guided independent inquiry and instructor mentorship, students will connect theory with practice while exploring real-world environmental challenges.</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>No</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	<ul style="list-style-type: none"> • Basic Course Information - Course Description • Specifications - Assignments • 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	<u>This course advances principles of diversity, equity, and inclusion by centering student agency, varied ways of learning, and multiple perspectives in environmental studies. Through individualized research, hands-on, and experiential projects, students are encouraged to pursue topics that reflect their interests, backgrounds, lived experiences, and career goals. The project-based structure promotes equity by allowing diverse learners to demonstrate knowledge through multiple modalities, including fieldwork, applied practice, creative inquiry, and community-engaged learning. Students may investigate environmental issues affecting different communities, regions, or social contexts, fostering awareness of environmental justice, cultural perspectives, and the unequal distribution of environmental impacts. By emphasizing collaboration, mentorship, and flexible project design, the course supports inclusive participation, reduces barriers to engagement, and values diverse forms of knowledge, problem-solving approaches, and communication styles.</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.

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	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
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	Course General Education Status (CB25)	Y	Y
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	Transfer Status	Approved	Approved
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	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	0	0
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	Lecture Hours - Out of Class	0	0
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	Laboratory Hours - In Class	6	6
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	Laboratory Hours - Out of Class	0	0
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	NA Hours - In Class	0	0
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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	72	72
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	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	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

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

Credit / Non-Credit Options

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



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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

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

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <hr/> <p>Methods of Instruction Discussion of assigned reading Homework and extended projects Field observation and field trips Collaborative projects</p>	<p>Methods of Instruction Methods of Instruction</p> <hr/> <p>Methods of Instruction Discussion of environmental topics Hands-On Experiments & Hypothesis Testing Data Collection & Documentation Final Presentation</p>
	Assignments	<ol style="list-style-type: none"> To be determined in consultation with instructor. See 3 and 4 of Special Projects Contract. Examples such as a written final project and assessment of the special project experience. 	<ol style="list-style-type: none"> Design and complete individual research project with ongoing feedback from the instructor and peers. <ol style="list-style-type: none"> Carry out hands-on experimental project in environmental studies Include diverse perspectives, community contexts, interdisciplinary approaches and self reflection Final Deliverable <ol style="list-style-type: none"> Short report Oral presentation or another accessible format aligned with their project design

Changed Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- 1. Examples such as a final written and oral report on the subject of study, or successful completion of a final examination, with the exact method to be agreed upon by the instructor.

Methods of Evaluation

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			<p data-bbox="1037 165 1175 268">Methods of Evaluation</p> <ol data-bbox="1252 165 1511 1990" style="list-style-type: none"> <li data-bbox="1252 165 1511 1073">1. Assessment of student work and final deliverable(s) will be evaluated using a holistic, equity-minded approach that emphasizes critical inquiry, conceptual understanding, and intellectual growth. Assessment prioritizes clarity of ideas, depth of analysis, application of course concepts, and reflective learning rather than adherence to a single mode of expression. <li data-bbox="1252 1083 1511 1990">2. Evaluation recognizes diverse ways of demonstrating knowledge, creativity, and communication. Students may present their learning through approved formats (e.g., written, visual, design-based, multimedia, or presentation-based), with emphasis placed on the effectiveness, coherence, and purpose of the chosen medium. Examples of prior successful

Changed	Field	Current Version	Proposed Version
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projects are provided.



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	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value



Suggested Reading List

Reading List	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
May include, but are not limited to	No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
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Course Objectives

- | | |
|--|---|
| <ul style="list-style-type: none"> • Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. • Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies. • Gain experience and develop skills in research, fieldwork, classroom activities or other learning environments in environmental studies. | <ul style="list-style-type: none"> • Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. • Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies. • Enhance skills in research, fieldwork, classroom activities or other learning environments in environmental studies. • Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives. |
|--|---|

CSLOs

CSLOs

Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Studies special project experience.

Expected SLO Performance 0.0

CSLOs



Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Studies special project experience.

Expected SLO Performance 0.0






Course Outline










Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</p> <ol style="list-style-type: none"> 1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental studies topic or issue. 2. Examine the impact of an environmental issue or topic on the local community or region, state, nation or world. 3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role. 4. Demonstrate an understanding of selected area(s) of study within the realm of environmental studies <p>2. Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</p> <ol style="list-style-type: none"> 1. Explore environmental studies journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field. 2. Assess leadership and team-building skills necessary as part of the specialized study <p>3. Gain experience and develop skills in research, fieldwork, classroom activities or other</p>	<p>1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</p> <ol style="list-style-type: none"> 1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental studies topic or issue. 2. Examine the impact of an environmental issue or topic on the local community or region, state, nation, or world, including environmental justice. 3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role. 4. Demonstrate an understanding of selected area(s) of study within the realm of environmental studies <p>2. Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</p> <ol style="list-style-type: none"> 1. Explore environmental studies journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field. 2. Assess leadership and team-building skills necessary as part of the specialized study <p>3. Enhance skills in research, fieldwork, classroom activities or</p>

Changed	Field	Current Version	Proposed Version
		learning environments in environmental studies. 1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken. 2. Assess further academic studies and/or skills necessary for a career related to this special project experience	other learning environments in environmental studies. 1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken. 2. Assess further academic studies and/or skills necessary for a career related to this special project experience 4. Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives. 1. Reflect on the project in a written final report 2. Share the findings with the community through multiple modalities including oral presentation, video, podcast, digital story according to their strengths and preference.
	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)	202122	No Value
	Banner Division	2BH	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	E S 077Y	E S 077Y
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	E S	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	E S 77X	E S 77X
!	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)	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).)	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	Noncredit Enhanced Funding Indicator	N	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	237005	No Value
	Account Code	1320	No Value
	Program Code	030200	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):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in E S D077X or E S D077Z.)	(Not open to students with credit in E S D077X or E S D077Z.)

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

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

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	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
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If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

No Value

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

No Value

No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

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

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2: Department Chair

No Value

No Value


Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
		No Value	Date	Tab	Part - Field	Type of Edit	Edit	
!	Stage 3: DEI	No Value	03/04/2026	Specifications	Methods of Instruction	Suggested	Thanks for providing this list. It is not clear what methods of instruction come with the "Assessment" items. Does this mean it is the instructor working directly to provide verbal instruction/guidance? Please consider clarifying what instructional methods come with these assessment items. Do any of these assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or	Y
			03/04/2026	Specifications	Assignments	Suggested	self-reflection? If so, consider clarifying for the relevant assignment. If not appropriate, please let me know in the initiator response box in this table. For any of these evaluation methods, does instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider adding this to the relevant assignment. If not appropriate, just let me know in the initiator response box.	Y
			03/04/2026	Specifications	Methods of Evaluation	Suggested	for all students when possible and appropriate? If yes, consider adding this to the relevant assignment. If not appropriate, just let me know in the initiator response box.	Y

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

									Consider minor revisions to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject . If not appropriate, please let me know in the initiator response box in this table -- as you already discuss "Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives", there COR is in a strong place already.	Students examine topics including environmental justice that addresses inequities, racism, or other barriers across historically disadvantaged communities
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	Stage 4: Articulation Officer	No Value	No Value							
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	Stage 5: De Anza General Education	No Value	No Value							
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	Stage 6: Content Review Matrix Liaison	No Value		Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	
				3/19/26	Matrix H	Objective 2	Required	Complete for your Limitation on Enrollment	Y	

	Stage 7: Dean of Online Learning	No Value	No Value							
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	Stage 8: SLO Coordinator	No Value	No Value							
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	Stage 10: Curriculum Committee	No Value	No Value							
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Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	E SD077Y
	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	CCC000265007

Articulation

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


De Anza College
Change Report
 04/22/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department





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

Section	Changed field
Course Justification	Course Justification
Course Philosophy	Course Philosophy
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 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	<ul style="list-style-type: none"> eLumenData, eLumenData 	<ul style="list-style-type: none"> Alicia De Toro Pal, Gayatri
	Course ID (CB01A and CB01B)	E SD077Z	E SD077Z
	Course Control Number	CCC000342978	CCC000342978
	Course Title (CB02)	Special Projects in Environmental Studies	Special Projects in Environmental Studies
	Short Course Title	SPEC PROJS IN ENVIRON. STUDIES	SPEC PROJS IN ENVIRON. STUDIES
	TOP Code (CB03)	0302.00	0302.00 Environmental Studies

Changed	Field	Current Version	Proposed Version
	CIP Code	Environmental Studies	03.0103 Environmental Studies
	Department	E S - Environmental Studies	E S - Environmental Studies
!	Effective Term	Fall 2021	Fall 2024 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course requires students to conduct an individual research project in environmental studies that is determined in consultation with the instructor. An outside reading and written report are required.	Welcome to a course designed around your curiosity, creativity, and interests. In this class, you will design and complete an independent research, hands-on, or experiential project in environmental studies. Working collaboratively with the instructor and your environmental studies community, you will shape your project topic, approach, and outcomes based on issues that matter to you and are relevant to the field. This course encourages independent inquiry, critical thinking, interdisciplinary problem-solving skills, and real-world engagement through activities such as fieldwork (learning outdoors or in the community), laboratory practice (guided scientific investigation), and community-engaged learning (working with local groups).
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
	Discipline 2	No value	<ul style="list-style-type: none"> Biological Sciences
	Discipline 3	No value	<ul style="list-style-type: none"> Ecology
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This is a stand-alone, CSU transferable course that was developed based on student demand for special projects in the environmental studies career track. The student develops the skill base to communicate workplace or field studies principles and practices learned from an Environmental Studies special project experience.</p>	<p>This is a stand-alone, CSU transferable course that was developed based on <u>to provide students with structured opportunities for independent inquiry, applied learning, and experiential engagement within environmental studies.</u> It responds to student demand for special projects in the <u>project-based coursework that supports deeper exploration of environmental studies career track- issues while cultivating research, analytical, and problem-solving skills.</u> The student develops the skill base <u>course complements existing lecture and laboratory offerings by emphasizing student-designed research, hands-on investigation, and interdisciplinary approaches.</u> It supports academic, transfer, and career pathways by enabling students to <u>communicate workplace or field studies principles- develop practical competencies, critical thinking abilities, and professional communication skills relevant to environmental science and practices learned from an Environmental Studies special project experience- related fields.</u></p>

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

Course Philosophy


Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	<u>The course emphasizes intellectual growth rather than fixed measures of ability. Challenges, experimentation, revision, and reflection are treated as essential parts of learning. Students are encouraged to take academic risks, develop resilience, and refine their thinking through feedback and iteration. Instructional practices and assessments are intentionally designed to support equitable access to learning. Multiple ways of inquiry, analysis, creativity, and knowledge demonstration are valued. Collaboration, critical thinking, and real-world problem solving are central to the course experience. This philosophy affirms that every student is capable of growth, meaningful contribution, and success.</u>


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 stand-alone, CSU-transferable course was developed in response to student interest in pursuing specialized projects within the environmental studies career pathway. The course provides students with the opportunity to design and complete independent research, hands-on, or experiential projects aligned with their academic, professional, and personal interests. Students will develop practical skills and professional competencies through project-based learning, emphasizing critical thinking, problem solving, and applied experience. The course also focuses on the effective communication of workplace and field-study principles and practices gained through project development and implementation. Through guided independent inquiry and instructor mentorship, students will connect theory with practice while exploring real-world environmental challenges.</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>No</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	<ul style="list-style-type: none"> • Basic Course Information - Course Description • Specifications - Assignments • 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	<u>This course advances principles of diversity, equity, and inclusion by centering student agency, varied ways of learning, and multiple perspectives in environmental studies. Through individualized research, hands-on, and experiential projects, students are encouraged to pursue topics that reflect their interests, backgrounds, lived experiences, and career goals. The project-based structure promotes equity by allowing diverse learners to demonstrate knowledge through multiple modalities, including fieldwork, applied practice, creative inquiry, and community-engaged learning. Students may investigate environmental issues affecting different communities, regions, or social contexts, fostering awareness of environmental justice, cultural perspectives, and the unequal distribution of environmental impacts. By emphasizing collaboration, mentorship, and flexible project design, the course supports inclusive participation, reduces barriers to engagement, and values diverse forms of knowledge, problem-solving approaches, and communication styles.</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

Changed	Field	Current Version	Proposed Version
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

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

Associated Programs

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

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	9	9
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In- Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	108	108
	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	108	108
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

Speciality Hours

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

Credit / Non-Credit Options


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

Credit Units

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

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	108	108
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

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

Specifications			
Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<div style="border: 1px solid black; padding: 5px;"> <p>Methods of Instruction</p> <p>Methods of Instruction Discussion of assigned reading Homework and extended projects Field observation and field trips Collaborative projects</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Discussion of environmental topics Hands-On Experiments & Hypothesis Testing Data Collection & Documentation Final Presentation</p> </div>

Changed	Field	Current Version	Proposed Version
!	Assignments	<ol style="list-style-type: none"> 1. To be determined in consultation with instructor. See 3 and 4 of Special Projects Contract. 2. Examples such as a written final project and assessment of the special project experience. 	<ol style="list-style-type: none"> 1. Design and complete individual research project with ongoing feedback from the instructor and peers. <ol style="list-style-type: none"> 1. Carry out hands-on experimental project in environmental studies 2. Include diverse perspectives, community contexts, interdisciplinary approaches and self reflection 2. Final Deliverable <ol style="list-style-type: none"> 1. Short report 2. Oral presentation or another accessible format aligned with their project design

Changed

Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Examples such as a final written and oral report on the subject of study, or successful completion of a final examination, with the exact method to be agreed upon by the instructor.

Methods of Evaluation

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Assessment of student work and final deliverable(s) will be evaluated using a holistic, equity-minded approach that emphasizes critical inquiry, conceptual understanding, and intellectual growth. Assessment prioritizes clarity of ideas, depth of analysis, application of course concepts, and reflective learning rather than adherence to a single mode of expression. 2. Evaluation recognizes diverse ways of demonstrating knowledge, creativity, and communication. Students may present their learning through approved formats (e.g., written, visual, design-based, multimedia, or presentation-based), with emphasis placed on the effectiveness, coherence, and purpose of the chosen medium. Examples of prior successful

Changed	Field	Current Version	Proposed Version
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projects are provided.



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	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value



Suggested Reading List

Reading List	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
May include, but are not limited to	No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
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Course Objectives

- | | |
|--|---|
| <ul style="list-style-type: none"> • Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. • Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies. • Gain experience and develop skills in research, fieldwork, classroom activities or other learning environments in environmental studies. | <ul style="list-style-type: none"> • Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract. • Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies. • Enhance skills in research, fieldwork, classroom activities or other learning environments in environmental studies. • Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives. |
|--|---|

CSLOs

CSLOs

Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Studies special project experience.

Expected SLO Performance 0.0

CSLOs



Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Studies special project experience.

Expected SLO Performance 0.0






Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</p> <ol style="list-style-type: none"> 1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental studies topic or issue. 2. Examine the impact of an environmental issue or topic on the local community or region, state, nation or world. 3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role. 4. Demonstrate an understanding of selected area(s) of study within the realm of environmental studies <p>2. Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</p> <ol style="list-style-type: none"> 1. Explore environmental studies journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field. 2. Assess leadership and team-building skills necessary as part of the specialized study <p>3. Gain experience and develop skills in research, fieldwork, classroom activities or other learning environments in environmental studies.</p>	<p>1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</p> <ol style="list-style-type: none"> 1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental studies topic or issue. 2. Examine the impact of an environmental issue or topic on the local community or region, state, nation, or world, including environmental justice. 3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role. 4. Demonstrate an understanding of selected area(s) of study within the realm of environmental studies <p>2. Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</p> <ol style="list-style-type: none"> 1. Explore environmental studies journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field. 2. Assess leadership and team-building skills necessary as part of the specialized study <p>3. Enhance skills in research, fieldwork, classroom activities or</p>

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken. 2. Assess further academic studies and/or skills necessary for a career related to this special project experience 	<p>other learning environments in environmental studies.</p> <ol style="list-style-type: none"> 1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken. 2. Assess further academic studies and/or skills necessary for a career related to this special project experience 4. Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives. <ol style="list-style-type: none"> 1. Reflect on the project in a written final report 2. Share the findings with the community through multiple modalities including oral presentation, video, podcast, digital story according to their strengths and preference.
	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)	202122	No Value
	Banner Division	2BH	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	E S 077Z	E S 077Z
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	E S	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	E S 77X	E S 77X
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	Noncredit Enhanced Funding Indicator	N	No Value
	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237005	No Value
!	Account Code	1320	No Value
!	Program Code	030200	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):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in E S D077X or E S D077Y.)	(Not open to students with credit in E S D077X or E S D077Y.)
	Entrance Skills(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Entrance Skill(s) - Other:	No Value	No Value
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	General Course Statement(s):	No Value	No Value
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	General Course Statement(s) - Other:	No Value	No Value
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Blue Form

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

A-Matrix Form

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

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 3:
Produce
written work
using a cyclical
process of
multiplies drafts
and revisions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	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
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If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value


No Value

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

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	Instructor approval.
	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
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Criteria 1:
Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

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

No Value

No Value

Comments


Changed	Questions	Current Version	Proposed Version
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Stage 2: Department Chair

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			03/04/2026	Specifications	Methods of Instruction	Suggested	Thanks for providing this list. It is not clear what methods of instruction come with the "Assessment" items. Does this mean it is the instructor working directly to provide verbal instruction/guidance? Please consider clarifying what instructional methods come with these assessment items. Do any of these assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If so, consider clarifying for the relevant assignment. If not appropriate, please let me know in the initiator response box in this table. For any of these evaluation methods, does instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider adding this to the relevant assignment. If not appropriate, just let me know in the initiator response box. Consider minor revisions to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject . If not appropriate, please let me know in the initiator response box in this table.	Y
			03/04/2026	Specifications	Assignments	Suggested		
			03/04/2026	Specifications	Methods of Evaluation	Suggested		
			03/04/2026	Outline	Course Outline	Suggested		Students examine topics including environmental justice that addresses inequities, racism, or other barriers across historically disadvantaged communities

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
	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	Date	Tab	Part - Field	Type of Edit	Edit		
			3/18/26	Matrix H	Objective 2	Required	complete for your 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	E SD077Z
	Distance Education Approved	No
	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	CCC000342978

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

De Anza College
Change Report
 04/22/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
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

Section	Changed field
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?
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 6: Content Review Matrix Liaison
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 fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Sunghae Jung
	Course ID (CB01A and CB01B)	NURSD096.	NURSD096.
	Course Control Number	CCC000361595	CCC000361595
	Course Title (CB02)	Leadership and Management in Nursing	Leadership and Management in Nursing
	Short Course Title	LEADERSHIP & MANAGEMNT IN NURS	LEADERSHIP & MANAGEMNT IN NURS
	TOP Code (CB03)	1230.10	1230.10 Registered Nursing
	CIP Code	Registered Nursing/Registered Nurse	51.3801 Registered Nursing/Registered Nurse
	Department	NURS - Nursing	NURS - Nursing
	Effective Term	Fall 2021	Fall 2024 <u>2027</u>
	SAM Priority Code (CB09)	B - Advanced Occupational	B - Advanced Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This course is designed to prepare a Registered Nursing student to function as a graduate nurse. It builds on prior learning experiences in the management of nursing care of patients, culminating in readiness to function as a newly graduated registered nurse. The course integrates the knowledge of pathophysiology, diagnostics, pharmacology, communication concepts, and therapeutic interventions in order to facilitate culturally congruent nursing care. Students will become competent in the application of nursing processes, research, problem-solving and use of clinical judgment within the framework of safe patient-centered, evidence-based care. The focus of this course includes the managerial/leadership role, interdisciplinary practice, legal challenges of clinical practice, and trends within the nursing profession. Both NURS 96 and NURS 96L must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).	This course is designed to prepare a Nursing student to function as a graduate nurse. It builds on prior learning experiences in the management of nursing care of patients, culminating in readiness to function as a newly graduated registered nurse. The course integrates the knowledge of pathophysiology, diagnostics, pharmacology, communication concepts, and therapeutic interventions in order to facilitate culturally congruent nursing care. Students will become competent in the application of nursing processes, research, problem-solving and use of clinical judgment within the framework of safe patient-centered, evidence-based care. The focus of this course includes the managerial/leadership role, interdisciplinary practice, legal challenges of clinical practice, and trends within the nursing profession. Both NURS 96 and NURS 96L must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Nursing
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/ potential healthcare employers and current/ future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the theory of leadership and management in the provision of nursing care. Successful completion of this course is required for students to be eligible for the national licensing exam.	This <u>CSU transferable</u> course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/ potential healthcare employers and current/ future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the theory of leadership and management in the provision of nursing care. Successful completion of this course is required for students to be eligible for the national licensing exam.

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly NURS D086.)	(Formerly NURS D086.)

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>Yes</u>

Honors/Non-honors Course

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


Mirrored Credit/Noncredit Course

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

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEL.	No value	<ul style="list-style-type: none">• Basic Course Information - Course Description• Specifications - Assignments• Outline - Course Outline• Specifications - Methods of Evaluation• Specifications - Methods of Instruction• Specifications - Examples of Primary Texts and References

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<p><u>Thank you for this feedback. We have reviewed the availability of representative OER materials aligned with the course learning outcomes and scope of this Quarter 6 nursing course. At this time, there are comprehensive OER textbooks that fully meet the clinical depth, evidence-based practice standards, and NCLEX-alignment required for this advanced-level nursing course. As such, the listed primary texts remain necessary to support student success and regulatory requirements. That said, the COR reflects a strong commitment to equity and cost-consciousness in several ways. Required texts are used selectively, and faculty intentionally supplement with no-cost or low-cost resources, including publicly available clinical guidelines, open-access journal articles, professional organization resources, and institutionally licensed materials. These resources are integrated throughout the course to reduce reliance on any single textbook and to ensure access for all students. Additionally, the COR advances equity through a clear, student-centered course description that transparently outlines expectations, learning outcomes, and clinical competencies. Course learning outcomes are written in accessible language and are aligned with multiple methods of assessment, allowing students diverse opportunities to demonstrate learning. Clinical and didactic activities emphasize inclusive, culturally responsive care, health equity, and the social determinants of health, preparing students to care for diverse patient populations. We will continue to monitor emerging OER and ZTC options in nursing education and will revise the COR accordingly should representative, high-quality OER materials become available. Case studies in this course are intentionally designed to be delivered and assessed through both written and oral formats. This approach promotes active student engagement and supports diverse learning styles. Written case studies allow students to analyze clinical scenarios visually and reflectively, while oral case presentations and discussions support auditory learners and strengthen clinical reasoning, communication, and teamwork skills. By incorporating multiple modalities, the course ensures equitable access to learning by allowing students varied ways to process information and demonstrate understanding. This aligns with student-centered and inclusive teaching practices, as well as principles of Universal Design for Learning (UDL). Case-based learning also mirrors real-world nursing practice, where clinical decision-making is both documented and verbally communicated within interdisciplinary teams. This multimodal approach supports student engagement, fosters deeper clinical thinking, and advances equity by recognizing and addressing the diverse learning needs of nursing students. For the methods of evaluation used in this course, faculty provide clear examples of successful assignments and detailed graded feedback to clarify expectations for all students. Rubrics and exemplar components are reviewed with students prior to submission, and formative and summative feedback is provided in both written and verbal formats. Examples of graded feedback include, but are not limited to: Written case study feedback: "You accurately prioritized the patient's clinical needs and supported your nursing interventions with evidence. To strengthen this case, further address how the patient's cultural background and health literacy may impact adherence to the plan of care." Oral case presentation feedback: "Your clinical reasoning was clear and well-organized. Consider incorporating the patient's expressed preferences and any potential barriers to access (language, transportation, or socioeconomic factors) to further align with patient-centered care principles." Clinical reflection feedback: "Strong insight into patient advocacy. In future reflections, expand on how systemic inequities or implicit bias may influence patient outcomes and nursing decision-making." This type of feedback supports transparency, reinforces learning objectives, and promotes equitable assessment by clearly</u></p>

Changed	Field	Current Version	Proposed Version
			<p><u>communicating expectations and opportunities for growth. Regarding the course outline, reflection on inequities, racism, and barriers to inclusion is already embedded within course content and evaluation methods, particularly through patient-centered case studies, clinical reflections, and discussions. This is reflected in the course learning emphasis on recognizing the patient or designee as the source of control and a full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture, and ethnic values. To further clarify this commitment, we can make a small addition to the outline explicitly noting structured opportunities for students to reflect on health inequities, systemic barriers, and culturally responsive care as they relate to clinical decision-making and patient outcomes within the course subject.</u></p>



More Options

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

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone 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>No</u>

Changed	Field	Current Version	Proposed Version
	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 LVN Transition to RN	Associated Program LVN Transition to RN
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree
		Associated Program LVN Transition to RN	Associated Program LVN Transition to RN
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree
		Associated Program Registered Nurse (RN)	Associated Program Registered Nurse (RN)
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree
		Associated Program Registered Nurse (RN)	Associated Program Registered Nurse (RN)
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	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	72	72
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	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
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

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

Credit / Non-Credit Options

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


Credit Units



Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2


SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<div style="border: 1px solid black; padding: 5px;"> <p>Methods of Instruction</p> <p>Methods of Instruction Discussion of assigned readings, lectures and case studies On-line lectures Group discussion Collaborative learning and small group exercises</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Discussion of assigned readings, lectures and case studies. On-line lectures Group discussion Collaborative learning and small group exercises</p> </div>

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	Assignments	<ol style="list-style-type: none"> 1. Reading assignments from text, required articles from internet as assigned, syllabus. 2. Written assignments: Role Development Paper, Resume' and Cover letter. 3. Weekly on-line case studies 	<ol style="list-style-type: none"> 1. Reading assignments from text, required articles from internet as assigned, syllabus. 2. Written assignments: Role Development Paper, Resume' and Cover letter. 3. Weekly on-line case studies; these are discussed in class.
	Methods of Evaluation	<div style="border: 1px solid black; padding: 5px;"> <p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Two theory midterm examinations consisting of multiple choice, matching, and short answer questions to evaluate comprehension of concepts and application to nursing situations. 2. Comprehensive final computerized examination including multiple choice and 'alternate format' test questions to evaluate comprehension of concepts and application to nursing leadership and management situations. 3. Role Development written assignment which requires the student to critically analyze nursing roles and trends utilizing information obtained in class, in readings, and from outside sources (e.g., organized nursing meeting in the community). 4. Successful completion of Nursing 96L within the same quarter is required to pass Nursing 96. </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Two theory midterm examinations consisting of multiple choice, matching, and short answer questions to evaluate comprehension of concepts and application to nursing situations. Students are provided to review as appropriate. 2. Comprehensive final computerized examination including multiple choice and 'alternate format' test questions to evaluate comprehension of concepts and application to nursing leadership and management situations. 3. Role Development written assignment which requires the student to critically analyze nursing roles and trends utilizing information obtained in class, in readings, and from outside sources (e.g., organized nursing meeting in the community). 4. Successful completion of Nursing 96L within the same quarter is required to pass Nursing 96. </div>
	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Headphones for HESI (computer) examinations <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Computer laboratory 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Headphones for HESI (computer) examinations <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Computer laboratory

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Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Evaluate disease, patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of a plan of care within the context of the individual patient's health status and environment. Evaluate principles of effective communication with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making. Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that facilitates the establishment and acquisition of shared goals. Examine the role interdisciplinary teams and shared decision making have in the planning and delivery of nursing care. Examine the identification, evaluation and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions. Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance. Apply knowledge of accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture and ethnic values. 	<ul style="list-style-type: none"> Evaluate disease, patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of a plan of care within the context of the individual patient's health status and environment. Evaluate principles of effective communication with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making. Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that facilitates the establishment and acquisition of shared goals. Examine the role interdisciplinary teams and shared decision making have in the planning and delivery of nursing care. Examine the identification, evaluation and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions. Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance. Apply knowledge of accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture and ethnic values.


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	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Demonstrate beginning management skills in nursing.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Demonstrate beginning management skills in nursing.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Demonstrate beginning management skills in nursing.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Demonstrate beginning management skills in nursing.	Expected SLO Performance	0.0
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Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> Evaluate disease, patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of a plan of care within the context of the individual patient's health status and environment. <ol style="list-style-type: none"> Analyze comprehensive physical, psychosocial, and developmental assessment data. Judge appropriate prioritization of assessments and nursing interventions based on patient acuity. Examine nursing problem statements based on assessment findings. Critique a comprehensive nursing care plan. Evaluate principles of effective communication with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. <ol style="list-style-type: none"> Communicate with others in a clear and appropriate manner. Appraise different styles of communication used by patients, families, and healthcare providers. Analyze various strategies employed in conflict management. Scrutinize workplace trends and issues for the registered nurse. Examine the concept of lateral violence and describe effective prevention strategies. Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making. <ol style="list-style-type: none"> Refine understanding of technology used to collect assessment data, best evidence, and other relevant information to support clinical decision making. Utilize technology to locate scholarly resources. Participate in group and individual investigation of NCLEX-RN style questions to reinforce integration of nursing knowledge and concepts for safe beginning nursing practice. Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that facilitates the establishment and acquisition of shared goals. <ol style="list-style-type: none"> Compare and contrast leadership roles and management styles of the registered nurse. Analyze own leadership and communication style and adjust it to facilitate effective management. Critique the role of a new nursing graduate as a safe and effective care provider. Examine the role interdisciplinary teams and shared decision making have in the planning and delivery of nursing care. <ol style="list-style-type: none"> Differentiate and evaluate the role of team members Scrutinize team building strategies used in nursing management. Examine the identification, evaluation and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions. <ol style="list-style-type: none"> Identify reliable sources for locating evidence, reports, and clinical practice guidelines. Demonstrate understanding of the role of evidence-based practice in the planning of patient care. Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance. 	<ol style="list-style-type: none"> Evaluate disease, patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of a plan of care within the context of the individual patient's health status and environment. <ol style="list-style-type: none"> Analyze comprehensive physical, psychosocial, and developmental assessment data. Judge appropriate prioritization of assessments and nursing interventions based on patient acuity. Examine nursing problem statements based on assessment findings. Critique a comprehensive nursing care plan. Evaluate principles of effective communication with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. <ol style="list-style-type: none"> Communicate with others in a clear and appropriate manner. Appraise different styles of communication used by patients, families, and healthcare providers. Analyze various strategies employed in conflict management. Scrutinize workplace trends and issues for the registered nurse. Examine the concept of lateral violence and describe effective prevention strategies. Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making. <ol style="list-style-type: none"> Refine understanding of technology used to collect assessment data, best evidence, and other relevant information to support clinical decision making. Utilize technology to locate scholarly resources. Participate in group and individual investigation of NCLEX-RN style questions to reinforce integration of nursing knowledge and concepts for safe beginning nursing practice. Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that facilitates the establishment and acquisition of shared goals. <ol style="list-style-type: none"> Compare and contrast leadership roles and management styles of the registered nurse. Analyze own leadership and communication style and adjust it to facilitate effective management. Critique the role of a new nursing graduate as a safe and effective care provider. Examine the role interdisciplinary teams and shared decision making have in the planning and delivery of nursing care. <ol style="list-style-type: none"> Differentiate and evaluate the role of team members Scrutinize team building strategies used in nursing management. Examine the identification, evaluation and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions. <ol style="list-style-type: none"> Identify reliable sources for locating evidence, reports, and clinical practice guidelines. Demonstrate understanding of the role of evidence-based practice in the planning of patient care. Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance.

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> Discuss standards of practice to support safety and quality of care. Evaluate strategies to promote safe care using QSEN principles <p>8. Apply knowledge of accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</p> <ol style="list-style-type: none"> Respect patient confidentiality and privacy when discussing patient care situations in learning exercises. Debate the role of political action and collective bargaining in professional nursing. Evaluate competent practice of the nurse and identify malpractice situations. <p>9. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture and ethnic values.</p> <ol style="list-style-type: none"> Evaluate the role of the registered nurse in providing patient centered care. Examine the role of the patient or designee as a full partner in care. 	<ol style="list-style-type: none"> Discuss standards of practice to support safety and quality of care. Evaluate strategies to promote safe care using QSEN principles <p>8. Apply knowledge of accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</p> <ol style="list-style-type: none"> Respect patient confidentiality and privacy when discussing patient care situations in learning exercises. Debate the role of political action and collective bargaining in professional nursing. Evaluate competent practice of the nurse and identify malpractice situations. <p>9. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture and ethnic values.</p> <ol style="list-style-type: none"> Evaluate the role of the registered nurse in providing patient centered care. Examine the role of the patient or designee as a full partner in care.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	NURS D095. and NURS D095L	NURS D095. and NURS D095L
	Corequisite(s):	NURS D096L	NURS D096L
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2BH	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	NURS 096	NURS 096
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	NURS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	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

Changed	Questions	Current Version	Proposed Version
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237004	No Value
!	Account Code	1320	No Value
!	Program Code	123010	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Course number change appr. 3/12/19(effect. F20).-mkct Hybrid appr. 3/12/2019; DL appr. 11/3/20 (effect. F20).-mkct 	<ul style="list-style-type: none"> Course number change appr. 3/12/19(effect. F20).-mkct Hybrid appr. 3/12/2019; DL appr. 11/3/20 (effect. F20).-mkct
!	Print/No Print to Catalog	Yes	No Value

Blue Form

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

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

H-Matrix Form

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

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

De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version				
	Stage 2: Department Chair	No Value	No Value				
!	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit
			02/19/2026	Basic Course Information	DEI Review	Suggested	I'm not 100% sure I understand this statement -- does this mean that the course is doing this equity (clear student-oriented course description, for example).
			02/19/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options, consider zero textbook cost (ZTC) options or otherwise cost con
			02/19/2026	Specifications	Examples of Primary Texts and References	Suggested	response box. Please also let me know in the initiator response box if your textbook is Do Examples of Primary Texts and References meet universal design course standards (acce
			02/19/2026	Specifications	Assignments	Suggested	are relevant to students? If yes, let me know in the Initiator response box. If no, please let me Are "Weekly on-line case studies" written or presented orally (or in some other way)? Consid
			02/19/2026	Specifications	Methods of Evaluation	Suggested	writing. If they receive any revision/feedback as they work on these case studies, that would e their own life, background, and experiences? If so, consider adding this information to the rel
			02/19/2026	Outline	Course Outline	Suggested	For any of these methods of evaluation, is it possible to provide examples of strong and/or su If appropriate, consider small addition to outline to provide space to reflect on inequities, racis providing compassionate and coordinated care based on respect for patient preferences, nee
!	Stage 4: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit
			03/16/26	Specifications	Primary Texts	Suggested	Recommend to update the textbook to the latest version; I believe they are on the 11th edition published in 2022 review-filters#)
			03/16/26	Specifications	Reading List	Required	Please remove all content from the suggested reading list. The Curriculum Committee had agreed that only liter;
			03/16/26	Specifications	Primary Texts	Suggested	Recommend to update the second text book to the latest version as well; the book on the practice exercises for t
	Stage 5: De Anza General Education	No Value	No Value				
!	Stage 6: Content Review Matrix Liaison	No Value	Date	Here is a link to the Matrix G form that you need to complete.			
			3/17/26	https://www.deanza.edu/curriculum/forms/documents/Form_eLumen_ContentMatrix_G_070124.pdf (https://www.deanza.edu/curriculum/form			
			3/17/24	Matrix G			
			Date	Tab	Part - Field	Type of Edit	Edit
			3/18/26	Basic Course Information	Attachments	Required	Complete and Upload Matrix G's for NURS 95 and NURS 95LY- completed and uploaded Matrix
	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	NURSD096.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Aug 31, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000361595



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

De Anza College
Change Report
 04/22/2026

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
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
Curriculum Office	Fund Code

Section	Changed field
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?
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 6: Content Review Matrix Liaison
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Sunghae Jung
	Course ID (CB01A and CB01B)	NURSD096L	NURSD096L
	Course Control Number	CCC000617536	CCC000617536
	Course Title (CB02)	Leadership and Management in Nursing Clinical	Leadership and Management in Nursing Clinical
	Short Course Title	LDRSHP & MGMNT NURS CLINICAL	LDRSHP & MGMNT NURS CLINICAL
	TOP Code (CB03)	1230.10	1230.10 Registered Nursing
	CIP Code	Registered Nursing/Registered Nurse	51.3801 Registered Nursing/Registered Nurse
	Department	NURS - Nursing	NURS - Nursing
	Effective Term	Fall 2021	Fall 2024 <u>2027</u>
	SAM Priority Code (CB09)	B - Advanced Occupational	B - Advanced Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This prelicensure preceptorship course is designed to prepare the student to function as a graduate nurse. Students will provide safe patient-centered, evidence-based nursing care for patients under the guidance of a registered nurse working in the community and supervised by the faculty liaison. The student will work on the day, evening or night shift, depending on the schedule of the assigned preceptor. Settings assigned may include acute care, sub-acute/post-acute care, rehabilitation nursing, surgical centers, hospice care, or other community settings. Learning experiences may be enhanced with clinical simulations and observation activities; in simulated lab experiences, the student will assist with running the simulation activity. Both NURS 96L and NURS 96 must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).	This prelicensure preceptorship course is designed to prepare the student to function as a graduate nurse. Students will provide safe patient-centered, evidence-based nursing care for patients under the guidance of a registered nurse working in the community and supervised by the faculty liaison. The student will work on the day, evening or night shift, depending on the schedule of the assigned preceptor. Settings assigned may include acute care, sub-acute/post-acute care, rehabilitation nursing, surgical centers, hospice care, or other community settings. Learning experiences may be enhanced with clinical simulations and observation activities; in simulated lab experiences, the student will assist with running the simulation activity. Both NURS 96L and NURS 96 must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Nursing
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> Biological Sciences


Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and from input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to clinical management and leadership activities for a team of patients in their senior preceptorship. Successful completion of this course is required for students to be eligible for the national licensing exam.	This <u>CSU transferable</u> course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and from input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to clinical management and leadership activities for a team of patients in their senior preceptorship. Successful completion of this course is required for students to be eligible for the national licensing exam.


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


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


Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly NURS D086L.)	(Formerly NURS D086L.)

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>Yes</u>

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

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

Cross-listed Course			
Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

DEI Review			

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<p><u>1. Fostering Culturally Humble Clinical Mentorship Preceptors can model cultural humility — encouraging self-reflection, active listening, and lifelong learning about diverse patient perspectives and student backgrounds, not just cultural competence as a checkbox skill. This helps students learn to care for patients respectfully and equitably. By intentionally, discussing cultural norms, health beliefs, language differences, and implicit biases during clinical shifts, preceptors help students internalize a DEI mindset.</u></p> <p><u>2. Creating Inclusive, Respectful Learning Spaces Skilled preceptors contribute to a welcoming, respectful, and inclusive clinical climate where students feel valued, heard, and supported — which research links to stronger engagement and professional growth. Inclusivity in supervision means adapting teaching styles to students' unique learning needs and cultural backgrounds, reducing the risk of misunderstanding or alienation.</u></p> <p><u>3. Reducing Bias in Evaluation and Feedback Preceptorships can implement structured, unbiased evaluation methods and reflective feedback that minimize discriminatory judgments and focus on competency and growth, not assumptions about background or identity. Regularly checking for bias in assessment helps ensure all students receive fair opportunities for constructive feedback and professional development.</u></p> <p><u>4. Enhancing Cultural and Clinical Competence Through Real-World Exposure Clinical placements expose students to diverse patient populations, allowing them to practice culturally appropriate care and communication in real contexts — a DEI outcome nursing programs strive for. When preceptors guide students through these complex interactions, students deepen empathy and reduce health disparities in future practice.</u></p> <p><u>5. Supporting Mentoring Across Diverse Identities Preceptorship relationships can pair students with preceptors who understand or share elements of their identity (e.g., language, culture, gender experience), which enhances belonging and retention, especially for underrepresented groups. Even where perfect matching isn't possible, preceptors can be trained to be ally mentors — recognizing and affirming students' diverse identities and experiences.</u></p> <p><u>6. Facilitating Reflective Dialogue and DEI Education Preceptors can integrate reflective discussions on equity, biases, health disparities, and systems of oppression during clinical debriefings. This invites student nurses to think critically about how social determinants affect care delivery. Such dialogue (paired with structured curricular expectations) normalizes DEI engagement as an essential professional skill, not an optional extra.</u></p> <p><u>7. Encouraging Advocacy and Leadership in DEI Preceptors can empower students to identify and challenge inequitable practices in clinical settings — cultivating future nurses who are advocates for patient and colleague equity. Clinical experiences under inclusive preceptors often inspire students to pursue leadership roles where they continue to influence organizational culture.</u></p>
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • 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 not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Stand-Alone Statement

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program LVN Transition to RN	Associated Program LVN Transition to RN
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree
		Associated Program LVN Transition to RN	Associated Program LVN Transition to RN
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree
		Associated Program Registered Nurse (RN)	Associated Program Registered Nurse (RN)
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree
		Associated Program Registered Nurse (RN)	Associated Program Registered Nurse (RN)
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	14	14
	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	168	168
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	168	168
	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	168	168
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

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

Credit / Non-Credit Options

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



Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	168	168
	Total Contact Hours per Term	-	0
	Total Credit Units	4.5	4.5
	Minimum Credit Units	4.5	4.5
	Maximum Credit Units	4.5	4.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Discuss readings and assignments Role model clinical behavior, problem-solving and effective communication Clarify role expectations in preceptorship Guide student delegation to licensed and unlicensed persons Guide student in conflict management Guide student in development, modification and evaluation of their goals specific to the preceptorship setting</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Role model professional clinical behavior, effective problem-solving, and clear communication in the clinical setting Clarify role expectations within the preceptorship to ensure the student understands responsibilities, scope of practice, and professional standards Use PowerPoint and Word documents and return demonstrations to guide students in safely delegating tasks to both licensed and unlicensed personnel Provide coaching and case-based discussion to support students in developing effective conflict management strategies Facilitate the student's development, modification and evaluation of individualized learning goals specific to the preceptorship setting through presentations, reflective discussion and return demonstrations of clinical skills.</p>
	Assignments	<ol style="list-style-type: none"> 1. Reading assignments from the syllabus and texts. 2. Documented nursing care plan. 3. Weekly documented preceptorship update and plan 4. Management of a patient assignment with an increase in patient load to a full RN load by the end of preceptorship 5. Preparation and presentation of staff inservice 	<ol style="list-style-type: none"> 1. Reading assignments from the syllabus and texts. 2. Documented nursing care plan. 3. Weekly documented preceptorship update and plan 4. Management of a patient assignment with an increase in patient load to a full RN load by the end of preceptorship 5. Preparation and presentation of staff inservice 6. Integrate student perspective and experiences with course content, students can better analyze patient care situations, develop critical thinking skills and demonstrate how they would provide safe, patient-centered care in diverse clinical environments.

Changed	Field	Current Version	Proposed Version
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Methods of Evaluation

Methods of Evaluation	Methods of Evaluation
<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Preceptorship orientation quiz to evaluate comprehension and mastery of facility requirements and regulations in order to safely provide care during preceptorship 2. Grading of nursing care plan per Standards of Nursing Practice to evaluate student ability to utilize a comprehensive approach to patient assessment, critical analysis of data and planning of safe and appropriate care. 3. Grading of weekly Preceptorship updates: reflect student self-assessment of performance, in skill performance, time management, and leadership abilities with instructor review and input for suggested methods of improvement 4. Evaluate staff inservice presentation and pamphlet per rubric, to evaluate student ability to research topics relevant to nursing practice, develop teaching/presentation skills and facilitate enculturation into the 'nursing world' of clinical practice 5. Successfully completes the critical elements on the final clinical evaluation tool to evaluate skill mastery in the clinical setting, ability to communicate therapeutically with patient, families and members of the healthcare team and function as a member of the healthcare team in the provision of safe patient care. 6. Course will be "P/NP" grading; P = achievement of 70% or greater of all possible assignment points and satisfactory achievement of all critical elements on final clinical evaluation tool. 7. Successful completion of Nursing 96 within the same quarter is required to pass Nursing 96L. 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Preceptorship orientation quiz to evaluate comprehension and mastery of facility requirements and regulations in order to safely provide care during preceptorship 2. Grading of nursing care plan per Standards of Nursing Practice to evaluate student ability to utilize a comprehensive approach to patient assessment, critical analysis of data and planning of safe and appropriate care. 3. Grading of weekly Preceptorship updates: reflect student self-assessment of performance, in skill performance, time management, and leadership abilities with instructor review and input for suggested methods of improvement 4. Evaluate staff inservice presentation and pamphlet per rubric, to evaluate student ability to research topics relevant to nursing practice, develop teaching/presentation skills and facilitate enculturation into the 'nursing world' of clinical practice 5. Successfully completes the critical elements on the final clinical evaluation tool to evaluate skill mastery in the clinical setting, ability to communicate therapeutically with patient, families and members of the healthcare team and function as a member of the healthcare team in the provision of safe patient care. 6. Course will be "P/NP" grading; P = achievement of 70% or greater of all possible assignment points and satisfactory achievement of all critical elements on final clinical evaluation tool. 7. Successful completion of Nursing 96 within the same quarter is required to pass Nursing 96L.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Student nursing uniform, watch with a second hand, scissors, hemostat, stethoscope, transportation to clinical sites, current background check and drug testing

Essential College Facilities:


- Fully equipped nursing skills lab with mannequins for practice of various procedures, injection and intravenous equipment, gloves, masks, etc.; audiovisual equipment, interactive video equipment and videos, off-site facilities (such as hospital wards, clinic sites, extended care facilities) to be arranged by instructor and nursing faculty
- A current Foothill-De Anza Community College District contract with each affiliating clinical facility on file with the district office

Essential Student Materials:

- Student nursing uniform, watch with a second hand, scissors, hemostat, stethoscope, transportation to clinical sites, current background check and drug testing


Essential College Facilities:

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Changed	Field	Current Version	Proposed Version																				
	Examples of Primary Texts and References	<table border="1"> <tr> <td>Title</td> <td>No value</td> </tr> <tr> <td>Author</td> <td>*Zerwekh & Gameau. "Nursing today: Transitions and Trends", 9th ed. 2018. Elsevier.</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	*Zerwekh & Gameau. "Nursing today: Transitions and Trends", 9th ed. 2018. Elsevier.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table border="1"> <tr> <td>Title</td> <td>Nursing Today Transitions and Trends</td> </tr> <tr> <td>Author</td> <td>JoAnn Zerwekh & Ashley Garnewau</td> </tr> <tr> <td>Publisher</td> <td>Elsevier</td> </tr> <tr> <td>Date/Edition</td> <td>2027/ 12th Edition</td> </tr> <tr> <td>ISBN</td> <td>9780443280054</td> </tr> </table>	Title	Nursing Today Transitions and Trends	Author	JoAnn Zerwekh & Ashley Garnewau	Publisher	Elsevier	Date/Edition	2027/ 12th Edition	ISBN	9780443280054
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Changed	Field	Current Version	Proposed Version																				
	Suggested Reading List	<table border="1"> <tr> <td>Reading List</td> <td>National Council of State Boards of Nursing web site (www.ncsbn.org)</td> </tr> <tr> <td>May include, but are not limited to</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>Reading List</td> <td>California Board of Registered Nursing web site (www.m.ca.gov)</td> </tr> <tr> <td>May include, but are not limited to</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>Reading List</td> <td>Medscape Nursing (www.medscape.com)</td> </tr> <tr> <td>May include, but are not limited to</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>Reading List</td> <td>Nursing 96L Course Syllabus and material on Canvas site (online)</td> </tr> <tr> <td>May include, but are not limited to</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>Reading List</td> <td>De Anza College, Department of Nursing Student Handbook, on-line</td> </tr> <tr> <td>May include, but are not limited to</td> <td>No value</td> </tr> </table>	Reading List	National Council of State Boards of Nursing web site (www.ncsbn.org)	May include, but are not limited to	No value	Reading List	California Board of Registered Nursing web site (www.m.ca.gov)	May include, but are not limited to	No value	Reading List	Medscape Nursing (www.medscape.com)	May include, but are not limited to	No value	Reading List	Nursing 96L Course Syllabus and material on Canvas site (online)	May include, but are not limited to	No value	Reading List	De Anza College, Department of Nursing Student Handbook, on-line	May include, but are not limited to	No value	No value
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Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Implement the principles of assessment of patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of the plan of care within the context of the individual patient's health status and environment. Demonstrate principles of effective communication with patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making. Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals. Examine the role of interdisciplinary teams and shared decision making have in the planning and delivery of nursing care. Examine the identification, evaluation, and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions. Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance. Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture, and ethnic values 	<ul style="list-style-type: none"> Implement the principles of assessment of patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of the plan of care within the context of the individual patient's health status and environment. Demonstrate principles of effective communication with patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making. Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals. Examine the role of interdisciplinary teams and shared decision making have in the planning and delivery of nursing care. Examine the identification, evaluation, and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions. Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance. Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture, and ethnic values.

CSLOs

CSLOs	Provide safe care for 75%-100% of a typical RN assignment.	CSLOs	Provide safe care for 75%-100% of a typical RN assignment.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Manage a patient assignment safely and proficiently at the entry RN level using the nursing process.	CSLOs	Manage a patient assignment safely and proficiently at the entry RN level using the nursing process.
Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline


Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Implement the principles of assessment of patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of the plan of care within the context of the individual patient's health status and environment.</p> <ol style="list-style-type: none"> 1. Gather and analyze comprehensive physical, psychosocial, and developmental assessment data. 2. Appropriately prioritize assessments and nursing interventions based on patient acuity. 3. Develop nursing problem statements based on assessment findings. 4. Create a comprehensive nursing care plan. 5. Modify nursing care as needed based upon evaluation of the nursing care plan. <p>2. Demonstrate principles of effective communication with patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</p> <ol style="list-style-type: none"> 1. Communicate with others in a clear and appropriate manner. 2. Appraise different styles of communication used by patients, families, and healthcare providers. 3. Analyze various strategies to employ in conflict management. 4. Scrutinize workplace trends and issues for the registered nurse. 5. Examine the concept of lateral violence and describe effective prevention strategies. <p>3. Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</p> <ol style="list-style-type: none"> 1. Utilize technology to collect assessment data, best evidence, and other relevant information to support clinical decision making. 2. Utilize technology to locate scholarly resources. <p>4. Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals.</p> <ol style="list-style-type: none"> 1. Compare and contrast leadership roles and management styles of the registered nurse. 2. Analyze own leadership and communication style and adjust it to facilitate effective management. 3. Demonstrate beginning management skills through collaboration with other health team members. <p>5. Examine the role of interdisciplinary teams and shared decision making have in the planning and delivery of nursing care.</p> <ol style="list-style-type: none"> 1. Differentiate and evaluate the role of team members. 2. Scrutinize team building strategies used in nursing management. 3. Participate as a member of the team in the clinical setting. <p>6. Examine the identification, evaluation, and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions.</p> <ol style="list-style-type: none"> 1. Utilize reliable sources for locating evidence, reports, and clinical practice guidelines. <p>7. Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance.</p> <ol style="list-style-type: none"> 1. Discuss standards of practice to support safety and quality of care. 	<p>1. Implement the principles of assessment of patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of the plan of care within the context of the individual patient's health status and environment.</p> <ol style="list-style-type: none"> 1. Gather and analyze comprehensive physical, psychosocial, and developmental assessment data. 2. Appropriately prioritize assessments and nursing interventions based on patient acuity. 3. Develop nursing problem statements based on assessment findings. 4. Create a comprehensive nursing care plan. 5. Modify nursing care as needed based upon evaluation of the nursing care plan. <p>2. Demonstrate principles of effective communication with patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</p> <ol style="list-style-type: none"> 1. 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Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals.</p> <ol style="list-style-type: none"> 1. Compare and contrast leadership roles and management styles of the registered nurse. 2. Analyze own leadership and communication style and adjust it to facilitate effective management. 3. Demonstrate beginning management skills through collaboration with other health team members. <p>5. Examine the role of interdisciplinary teams and shared decision making have in the planning and delivery of nursing care.</p> <ol style="list-style-type: none"> 1. Differentiate and evaluate the role of team members. 2. Scrutinize team building strategies used in nursing management. 3. Participate as a member of the team in the clinical setting. <p>6. Examine the identification, evaluation, and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions.</p> <ol style="list-style-type: none"> 1. Utilize reliable sources for locating evidence, reports, and clinical practice guidelines. <p>7. Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance.</p> <ol style="list-style-type: none"> 1. Discuss standards of practice to support safety and quality of care.

Changed	Field	Current Version	Proposed Version
		2. Participate in a Quality Assurance/Quality Improvement project. 8. Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. <ol style="list-style-type: none"> 1. Respect patient confidentiality and privacy when discussing patient care and in written clinical paperwork. 2. Debate the role of political action and collective bargaining in professional nursing. 3. Evaluate competent practice of the nurse and identify malpractice situations. 4. Approximate the role of the new nursing graduate under the direct supervision of assigned registered nurse preceptor. 9. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture, and ethnic values <ol style="list-style-type: none"> 1. Evaluate the role of the registered nurse in providing patient centered care. 2. Examine the role of the patient or designee as a full partner in care. 	2. Participate in a Quality Assurance/Quality Improvement project. 8. Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. <ol style="list-style-type: none"> 1. Respect patient confidentiality and privacy when discussing patient care and in written clinical paperwork. 2. Debate the role of political action and collective bargaining in professional nursing. 3. Evaluate competent practice of the nurse and identify malpractice situations. 4. Approximate the role of the new nursing graduate under the direct supervision of assigned registered nurse preceptor. 9. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture, and ethnic values. <ol style="list-style-type: none"> 1. Evaluate the role of the registered nurse in providing patient centered care. 2. Examine the role of the patient or designee as a full partner in care.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	NURS D095. and NURS D095L	NURS D095. and NURS D095L
	Corequisite(s):	NURS D096.	NURS D096.
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2BH	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	NURS 096L	NURS 096L
	Course Status	Substantial	Substantial
!	Course Status Code	A	No Value
!	Banner Department	NURS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	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).)	Fourteen hours laboratory (168 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

Changed	Questions	Current Version	Proposed Version
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237004	No Value
!	Account Code	1320	No Value
!	Program Code	123010	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Course number change appr. 3/12/19(effect. F20).-mkct 	<ul style="list-style-type: none"> Course number change appr. 3/12/19(effect. F20).-mkct
!	Print/No Print to Catalog	Yes	No Value

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

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
	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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	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 and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value



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	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

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	Stage 2: Department Chair	No Value	No Value																														
	Stage 3: DEI	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>03/02/2026</td> <td>Specifications</td> <td>Examples of Primary Texts and References</td> <td>Required</td> <td>Thanks for providing this example of primary texts and references. Are there representative OER representative OER textbook, please let me know in the initiator response box. If there are under \$50.00. Please also let me know in the initiator response box if your textbook is low cost, at Do Examples of Primary Texts and References meet universal design course standards (accessit that are relevant to students? Please let me know Yes or No in the initiator response box.</td> </tr> <tr> <td>03/02/2026</td> <td>Specifications</td> <td>Examples of Primary Texts and References</td> <td>Suggested</td> <td>These methods of instruction are not 100% clear: for example, how will the instructor be clarifying</td> </tr> <tr> <td>03/02/2026</td> <td>Specifications</td> <td>Assignments</td> <td>Suggested</td> <td>Do any of these assignments provide students with choices in how they demonstrate proficiency i assignment.</td> </tr> <tr> <td>03/02/2026</td> <td>Specifications</td> <td>Methods of Evaluation</td> <td>Suggested</td> <td>For any of these evaluation methods, does the instructor will provide examples of strong and/or si</td> </tr> <tr> <td>03/02/2026</td> <td>Outline</td> <td>Course Outline</td> <td>Suggested</td> <td>Consider revisions to include discussion of inequities, racism, or other barriers to inclusion specifi</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	03/02/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER representative OER textbook, please let me know in the initiator response box. If there are under \$50.00. Please also let me know in the initiator response box if your textbook is low cost, at Do Examples of Primary Texts and References meet universal design course standards (accessit that are relevant to students? Please let me know Yes or No in the initiator response box.	03/02/2026	Specifications	Examples of Primary Texts and References	Suggested	These methods of instruction are not 100% clear: for example, how will the instructor be clarifying	03/02/2026	Specifications	Assignments	Suggested	Do any of these assignments provide students with choices in how they demonstrate proficiency i assignment.	03/02/2026	Specifications	Methods of Evaluation	Suggested	For any of these evaluation methods, does the instructor will provide examples of strong and/or si	03/02/2026	Outline	Course Outline	Suggested	Consider revisions to include discussion of inequities, racism, or other barriers to inclusion specifi
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	Stage 5: De Anza General Education	No Value	No Value																														

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	Stage 6: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>3/17/26</td> <td>Basic Course Information</td> <td>Attachments</td> <td>Required</td> <td>Complete and Upload a separate matrix G for each of your prerequisites and your corequisite Here is a link to the Matrix G form that you need to complete.</td> </tr> <tr> <td>3/17/24</td> <td>Matrix G</td> <td></td> <td></td> <td>https://www.deanza.edu/curriculum/forms/documents/Form_eLumen_ContentMatrix_G_070124</td> </tr> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> <tr> <td>3/18/26</td> <td>Basic Course Information</td> <td>Attachments</td> <td>Required</td> <td>Complete and Upload Matrix G's for NURS 95 and NURS 95LY- completed and uploaded</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	3/17/26	Basic Course Information	Attachments	Required	Complete and Upload a separate matrix G for each of your prerequisites and your corequisite Here is a link to the Matrix G form that you need to complete.	3/17/24	Matrix G			https://www.deanza.edu/curriculum/forms/documents/Form_eLumen_ContentMatrix_G_070124	Date	Tab	Part - Field	Type of Edit	Edit	3/18/26	Basic Course Information	Attachments	Required	Complete and Upload Matrix G's for NURS 95 and NURS 95LY- completed and uploaded
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	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	NURSD096L
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000617536

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