

Summary of Changes



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

Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
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	• Ameeta Tiwana
	Course ID (CB01A and CB01B)	ANTHD003.	ANTHD003.
	Course Control Number	CCC000511473	CCC000511473
	Course Title (CB02)	Introduction to Archaeology	Introduction to Archaeology
!	Short Course Title	INTRO TO ARCHEOLOGY	INTRO TO <u>ARCHEOLOGY</u> <u>ARCHAEOLOGY</u>
	TOP Code (CB03)	2202.00	2202.00 Anthropology
	CIP Code	Anthropology.	45.0201 Anthropology.
	Department	ANTH - Anthropology	ANTH - Anthropology
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	Introduction to the field of archaeology within the discipline of anthropology including discussion of scientific methods, the history of archaeology, field and laboratory methods used in the analysis of archaeological data, and theories used to interpret the past. This course explores how archaeologists recover, analyze material and reconstruct ancient cultures and societies. Archaeological ethics and real-world issues concerning looting, collecting, preservation, and the role of indigenous peoples will be examined.	Introduction- <u>Students will be introduction</u> to the field of archaeology within the discipline of anthropology <u>anthropology</u> , including discussion of scientific methods, the history of archaeology, field and laboratory methods used in the analysis of archaeological data, and theories used to interpret the past. This course explores how archaeologists recover, analyze material and reconstruct ancient cultures and societies. Archaeological ethics and real-world issues concerning looting, collecting, preservation, and the role of indigenous peoples will be examined.
	Course Type (CB27)	• Lower Division	• 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"> • Anthropology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - ANTHROPOLOGY

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 preparation requirement in the discipline of anthropology for at least one CSU or UC. It meets a general education requirement for De Anza and Cal-GETC. Anthropology is subdivided into four subfields, and this course is an introduction to one of the subfields which is archaeology.	This course is a major preparation requirement in the discipline of anthropology for at least one CSU or UC. It meets a general education requirement for De Anza and Cal-GETC. Anthropology is subdivided into four subfields, and this course is an introduction to one of the subfields which is archaeology.

Stand-Alone Statement

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

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

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

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

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



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

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

More Options			
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
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Course is
part of a
program

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

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

Associated Program	Anthropology for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Anthropology for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Art History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Art History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Art History for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Art History for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

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

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

Associated Program	CSU GE (In Development)
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Associated Program	CSU GE (In Development)
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Changed	Field	Current Version		Proposed Version	
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Cal-GETC (In Development)	Associated Program	Cal-GETC (In Development)
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	IGETC	Associated Program	IGETC
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	IGETC (In Development)	Associated Program	IGETC (In Development)
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

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

GE Information

<table> <tr> <td>System/Institution</td><td>C-ID</td></tr> <tr> <td>Area(s)</td><td> <ul style="list-style-type: none"> • ANTH - Approved. </td></tr> <tr> <td>-</td><td>C-ID ANTH 150</td></tr> </table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none"> • ANTH - Approved. 	-	C-ID ANTH 150	<table> <tr> <td>System/Institution</td><td>C-ID</td></tr> <tr> <td>Area(s)</td><td> <ul style="list-style-type: none"> • ANTH - Approved. </td></tr> <tr> <td>-</td><td>C-ID ANTH 150</td></tr> </table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none"> • ANTH - Approved. 	-	C-ID ANTH 150
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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

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

Speciality Hours

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

Credit / Non-Credit Options

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



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and multimedia aids
Discussion of assigned reading
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises
Collaborative projects
Laboratory and field research experience which involve students in formal exercises of data collection, analysis and interpretation
Discussion and problem solving performed in class
In-class exploration of Internet and digital sites
Extended research projects resulting in production of a final paper
Quiz and examination review performed in class


Methods of Instruction

Methods of Instruction

Methods of Instruction Collaborative learning and small group exercises
Collaborative projects
Discussion and problem-solving performed in class
Discussion of assigned reading
Field observation and field trips
Guest speakers
Homework and extended projects
In-class essays
In-class exploration of internet sites
Lecture and visual aids
Quiz and examination review performed in class
Field research experience which involves students in formal exercises of data collection and analysis

Changed	Field	Current Version	Proposed Version
!	Assignments	<ol style="list-style-type: none"> Verbal <ol style="list-style-type: none"> Small group discussion of course content Individual and/or small group presentations on selected topics of course material In-class debates on topical controversies, at instructor's option Buddy system to help self-teach classifications, computer assignments, mapping, methods linking research questions to field work. Reading <ol style="list-style-type: none"> Assigned readings from text and those posted on catalyst, articles from the internet Library research for supplemental readings and research projects Internet research for journal articles as a support for laboratory and library research. Activities <ol style="list-style-type: none"> Application of typological principles to assembled materials such as but not limited to: <ol style="list-style-type: none"> lithics - mineral identification, measurements, organizing assemblage bone - animal identification and anatomy identification, measurements, organizing assemblage. Identification of cut marks as opposed to scrapes from 	<ol style="list-style-type: none"> Verbal <ol style="list-style-type: none"> Small group discussion of course content (articles and textual materials) Individual and/or small group presentations based on on selected topics of course material In-class discussion and debates on topical controversies (such as ethical dilemmas - who owns ones Culture and past?) Student facilitation of classroom discussions under instructor's supervision on selected topics of course material (instructor's option) Reading <ol style="list-style-type: none"> Synthesis of assigned readings from the required texts and other sources Library research for supplemental readings and research projects Internet research for journal articles as a support for laboratory and library research. Activities <ol style="list-style-type: none"> Application of typological principles to assembled materials such as but not limited to: <ol style="list-style-type: none"> lithics - mineral identification, measurements, organizing assemblage bone - animal identification and anatomy identification, measurements, organizing

Changed	Field	Current Version	Proposed Version
		natural circumstances.	assemblage. Identification of cut marks as opposed to scrapes from natural circumstances.
		3. shell - type identification, salt water or fresh water, measurement, identification of human modification for cultural use such as beads, gorgets, bracelets, and pendants. Quantification of all types	3. shell - type identification, salt water or fresh water, measurement, identification of human modification for cultural use such as beads, gorgets, bracelets, and pendants. Quantification of all types
		4. ceramic - type identification based on exterior slip, paint combinations. Body of the ceramics - temper type, mineral identification, measurements, rim size, type.	4. ceramic - type identification based on exterior slip, paint combinations. Body of the ceramics - temper type, mineral identification, measurements, rim size, type.
		2. Curation methods for storing and exhibiting artifacts.	2. Curation methods for storing and exhibiting artifacts.
		4. Written analytical research paper on course material selected by student and approved by instructor which will require them to use logic, critical thinking, problem solving skills, and collaborative learning.	4. Written analytical research paper on course material selected by student and approved by instructor which will require them to use logic, critical thinking, problem solving skills, and collaborative learning.
		5. Fieldwork: Students will engage in fieldwork and go on field trips to acquire various skills and anthropological data.	5. Fieldwork: Students will engage in fieldwork to acquire various skills and anthropological data.
		6. Preparation of exhibit material: Students will develop an educational exhibit to share findings with other students and communities about aspects of archaeology.	6. Preparation of exhibit material: Students will develop an educational exhibit to share

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	<div>Methods of Evaluation</div>	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div>

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Objective and/or essay examinations composed of concept-based questions that will require the student to demonstrate the ability to integrate and summarize information from textbook, class activities and lab exercises. 2. Final examination composed of concept-based questions that will require the student to demonstrate the ability to integrate and summarize facts and translate them into fundamental units of knowledge 3. Fieldwork based writing assignment: a preliminary proposal, outline of the project, detailed field notes; a final paper that contextualizes, presents and analyses field data. 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Objective and/or essay examinations composed of concept-based questions that will require the student to demonstrate the ability to integrate and summarize information from textbook, class activities and lab exercises. 2. Final examination composed of concept-based questions that will require the student to demonstrate the ability to integrate and summarize facts and translate them into fundamental units of knowledge 3. Fieldwork based writing assignment: a preliminary proposal, outline of the project, detailed field notes; a final paper that contextualizes, presents and analyses field data.

Changed	Field	Current Version	Proposed Version
		<p>Completed project demonstrates the student's growth in synthesizing and analyzing archeological data.</p> <p>4. Individual and group presentations that demonstrate ability to present data and data analysis in a logical engaging oral and visual format.</p> <p>5. Writing assignments involving summary, synthesis, and critical analysis of data</p> <p>6. Display and exhibit material: Students will develop an educational exhibit to share with other students and communities aspects of archeological data and analysis. Assess the exhibits using questionnaires, surveys, interviews and</p>	<p>Completed project demonstrates the student's growth in synthesizing and analyzing archeological data.</p> <p>4. Individual and group presentations that demonstrate ability to present data and data analysis in a logical engaging oral and visual format.</p> <p>5. Writing assignments involving summary, synthesis, and critical analysis of data</p> <p>6. Display and exhibit material: Students will develop an educational exhibit to share with other students and communities aspects of archeological data and analysis. Assess the exhibits using questionnaires, surveys, interviews and</p>

Changed Field

Current Version

Proposed Version

or
conversations
with the
attendees.

or
conversations
with the
attendees.



**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- Artifacts, illustrations of archaeological sites and mapping, computers for storing field data, GPS-GIS data, and for statistical analysis
- Programs for learning mapping techniques such as USGS topographic maps and GPS-GIS

Essential Student Materials:

- None

Essential College Facilities:

- Artifacts, illustrations of archaeological sites and mapping, computers for storing field data, GPS-GIS data, and for statistical analysis
- Programs for learning mapping techniques such as USGS topographic maps and GPS-GIS

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❗	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Fagan, Brian M. and Durrani, Nadia. Archaeology. 12th ed Routledge. 2016</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Fagan, Brian M. and Durrani, Nadia. Archaeology. 12th ed Routledge. 2016	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Archaeology.</td></tr><tr><td>Author</td><td>Fagan, Brian M. and Durrani, Nadia.</td></tr><tr><td>Publisher</td><td>Routledge</td></tr><tr><td>Date/Edition</td><td>13th ed . 2022</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Archaeology.	Author	Fagan, Brian M. and Durrani, Nadia.	Publisher	Routledge	Date/Edition	13th ed . 2022	ISBN	No value
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<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td></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		Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Images of the Past.</td></tr><tr><td>Author</td><td>Price, D. and Feinman, G.</td></tr><tr><td>Publisher</td><td>McGraw Hill Education</td></tr><tr><td>Date/Edition</td><td>9th ed. . 2024</td></tr></table>	Title	Images of the Past.	Author	Price, D. and Feinman, G.	Publisher	McGraw Hill Education	Date/Edition	9th ed. . 2024				
Title	No value																						
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Current Version

Proposed Version

Author Parker, M.P and
Angeloni, E. Annual
Editions:
Archaeology 12th
ed. McGraw Hill.
2017

Publisher No value

Date/Edition No value

ISBN No value

Title No value

Author Price, D. and
Feinman, G.
Images of the Past.
7th ed. McGraw Hill
Education. 2013

Publisher No value

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ISBN No value

ISBN No value

Title Annual Editions:
Archaeology

Author Parker, M.P and
Angeloni, E.

Publisher McGraw Hill.

Date/Edition 12th ed. 2017

ISBN No value

Changed	Field	Current Version	Proposed Version
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Suggested Reading List

No value

Reading List Ashmore, Wendy and Robert J Sharer, Discovering Our Past: A Brief Introduction to Archaeology, (6th ed.), McGraw Hill: NY, 2013

May include, but are not limited to No value

Reading List Bahn, Paul (ed) "The Penguin Archaeology Guide Penguin": London; 2001

May include, but are not limited to No value

Reading List Dirlik, Arif (ed), Pedagogies of the Global, Paradigm Publishers, Boulder CO 2006

May include, but are not limited to No value

Reading List Dobres, Marcia-Anne and Christopher R. Hoffman, eds., The Social Dynamics of Technology: Practice, Politics and World Views, Smithsonian Institution Press, Washington D.C. 1999

May include, but are not limited to No value

Reading List Dongoske, K.E., M. Aldenderfer and K. Koehner (eds), Working Together: Native Americans and Archaeologists, Society of American Archaeology, Washington D.C. 1998

May include, but are not limited to No value

Reading List Ellis, Linda (ed). Archaeological Method and theory: An Encyclopedia. Garland Publishing: New York, 2000.

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May include, but are not limited to No value

Reading List Fagan, Brian "People of the Earth." Prentice Hall (14th ed.), 2014

May include, but are not limited to No value

Reading List Feder, Kenneth "Frauds, Myths, and Mysteries Mayfield": Mountain View, CA; 1998

May include, but are not limited to No value

Reading List Feinman, Gary and T. Douglas Price "Archaeology at the Millennium" Kluwer Academic: NY; 2001

May include, but are not limited to No value

Reading List Flannery, Kent and Joyce Marcus, (eds), The Creation of Inequality: How Our Prehistoric Ancestors Set the Stage for Monarchy, Slavery, and Empire, Harvard, 2012

May include, but are not limited to No value

Reading List Hester, T. R., H. J. Shafer, and K. L. Feder "Field Methods in Archaeology." (7th ed.) Mayfield: Mountain View, CA; 1997

May include, but are not limited to No value

Reading List Hodder, Ian. Archaeology Beyond Dialogue. University of Utah Press: Utah; 2004.

May include, but are not limited to No value

Reading List Jones, Terry L and Kathryn A. Klar (eds). California Prehistory: Colonization, Culture, and Complexity, AltaMira Press, 2010

May include, but are not limited to No value

Reading List Justice, Noel D., Stone Age Spear and Arrow Points of California and the Great Basin, Indiana University Press, 2002

May include, but are not limited to No value

Reading List Larsen, Clark S. and P.L. Walker, "The Ethics or Bioarchaeology," in T.R. Turner (ed)., Biological Anthropology and Ethics: From Repatriation to Genetic Identity, State University of New York Press, Albany 2005, Pp 111-119

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		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Lightfoot, Kent G., Indians, Missionaries, and Merchants: The Legacy of Colonial Encounters on California Frontiers, University of California Press, Berkeley, 2005.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Morato, Michael, California Archaeology, Coyote Press, 2004</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>O'Brien, Michael J. (eds) "Cultural Transmission in Archaeology: Issues and Case Studies". SAA Press, Washington D.C, 2008.</p>	

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		<p>May include, but are not limited to No value</p>	
		<p>Reading List Praetzellis, Adrian. Dug to Death: A Tale of Archaeological Method and Mayhem. Altamira Press: Walnut Creek, California. 2003</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Renfrew, C. (ed) "America Past, America Present: Genes and Languages in the Americas and Beyond" Mc Donald Institute for Archaeological Research: Cambridge; 2000</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Scarre, Chris and Brian Fagan "Ancient Civilizations" Prentice hall, New Jersey; 2003</p>	

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May include, but are not limited to No value

Reading List Schiffer, M. B. (ed.) "Archaeological Method and Theory." Vol. 5. University of Arizona Press: Tuscon; 1995

May include, but are not limited to No value

Reading List Sutton, MQ, Robert M. Yohe, Archaeology: The Science of the Human Past, 4rth ed. Prentice Hall, 2013

May include, but are not limited to No value

Reading List Thomas, D.H. "Archaeology: Down to Earth" Holt, Rinehart, Winston (3rd ed.), 2003

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		Reading List Zeder, Melinda A. et al. "Documenting Domestication: New Genetic and Archaeological Paradigms" Smithsonian Institution Press : Washington DC; 2002	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Recognize archaeology as part of the multifaceted discipline of anthropology and differentiate the American from Classic archaeological approach in interpreting the past • Evaluate the ongoing ethical issues in archaeology, such as indigenous peoples' heritage rights, cultural resource management, curation and conservation of artifacts , looting in the past and at present, locally, regionally and globally. • Examine the various methods employed by archaeologists studying the past, including field techniques and how these techniques and paradigms have changed through time. • Evaluate and differentiate between absolute and relative dating techniques, applying utility and limits of both categories to field and laboratory contexts to build chronologies. • Develop familiarity with differences between prehistoric site distribution patterns and historic settlements relative to adaptation to the local environmental conditions and trade networks available. • Examine archaeological analysis of prehistoric technologies (e.g. lithic, bone, shell, clay, wood, and fiber tool traditions of manufacturing, use-wear, and disposal). Assess their use in reconstruction of human interaction with environment, other social groups of people, and the degree to which social organization or ethnic identification can be identified. 	<ul style="list-style-type: none"> • Recognize archaeology as part of the multifaceted discipline of anthropology and differentiate the American from Classic archaeological approach in interpreting the past • Evaluate the ongoing ethical issues in archaeology, such as indigenous peoples' heritage rights, cultural resource management, curation and conservation of artifacts , looting in the past and at present, locally, regionally and globally. • Examine the various methods employed by archaeologists studying the past, including field techniques and how these techniques and paradigms have changed through time. • Evaluate and differentiate between absolute and relative dating techniques, applying utility and limits of both categories to field and laboratory contexts to build chronologies. • Develop familiarity with differences between prehistoric site distribution patterns and historic settlements relative to adaptation to the local environmental conditions and trade networks available. • Examine archaeological analysis of prehistoric technologies (e.g. lithic, bone, shell, clay, wood, and fiber tool traditions of manufacturing, use-wear, and disposal). Assess their use in reconstruction of human interaction with environment, other social groups of people, and the degree to which social organization or ethnic identification can be identified.

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

- Develop an understanding of site formation processes through the study of geological processes and through the reconstruction of past environments from analyses of pollen and phytolith sampling, soil and climate data, and zoological, marine, and botanical data.
- Demonstrate an understanding of archaeological survey and excavation methods in the field, access archival information from prior field work and demonstrate a knowledge of using them appropriately.

- Develop an understanding of site formation processes through the study of geological processes and through the reconstruction of past environments from analyses of pollen and phytolith sampling, soil and climate data, and zoological, marine, and botanical data.
- Demonstrate an understanding of archaeological survey and excavation methods in the field, access archival information from prior field work and demonstrate a knowledge of using them appropriately.



CSLOs

CSLOs

Develop an understanding of the scientific method as it applies to archaeological investigation of past societies, lives and modes of production.

Expected

0.0

SLO

Performance

CSLOs

Develop an understanding of how theoretical paradigms are (and were) applied to the data acquired from archaeological sites as a frame of reference for interpretation of the human dynamics that took place intra-site and inter-site, by region and by mode of adaptation and production.

Expected

0.0

SLO

Performance

CSLOs

Apply the scientific method to archaeological investigation of past societies, lives and modes of production

Expected

0.0

SLO

Performance

CSLOs

Apply the theoretical paradigms to the data acquired from archaeological sites and interpret the human dynamics that took place intra-site and inter-site, by region and by mode of adaptation and production.

Expected

0.0

SLO

Performance

CSLOs

Investigate the relationship between material culture and physical remains, including how to hypothesize and build a model of past behavior from archeological evidence.

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

Demonstrate an ability to investigate the relationship between material culture and physical remains, including how to hypothesize and build a model of past behavior from archeological evidence.

**Expected
SLO
Performance**

0.0

**Expected
SLO
Performance** 0.0

CSLOs

Develop an understanding of the scientific method as it applies to archaeological investigation of past societies, lives and modes of production.

**Expected
SLO
Performance**

0.0

CSLOs

Develop an understanding of how theoretical paradigms are (and were) applied to the data acquired from archaeological sites as a frame of reference for interpretation of the human dynamics that took place intra-site and inter-site, by region and by mode of adaptation and production.

**Expected
SLO
Performance**

0.0

Changed Field

Current Version

Proposed Version

CSLOs

Demonstrate an ability to investigate the relationship between material culture and physical remains, including how to hypothesize and build a model of past behavior from archeological evidence.

**Expected
SLO
Performance**

0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Recognize archaeology as part of the multifaceted discipline of anthropology and differentiate the American from Classic archaeological approach in interpreting the past</p> <p>1. Examine Old World (Classic) theoretical approach by establishing chronologies based on inscriptions, forms of writing and documents, and monumental architecture such as tombs, temples, palaces, arches and monuments with their associated artifacts and stratigraphy.</p> <p>2. Assess New World (American) theoretical approaches through theoretical paradigms that explain adaptation to an environment, site distribution, artifact distribution and variability, and climate change.</p> <p>3. Introduce theoretical concepts that guide research and interpretation such as cultural history, processual (Middle Range Theory), ethnoarchaeology, post-processual, Marxist, gender and agency views of the past.</p> <p>4. Examine levels of public interest in archaeology such as World Archaeological Congress, Society of American Archaeology, Society of California Archaeology and the Santa Clara Valley Archeological Society.</p>	<p>1. Recognize archaeology as part of the multifaceted discipline of anthropology and differentiate the American from Classic archaeological approach in interpreting the past</p> <p>1. Examine Old World (Classic) theoretical approach by establishing chronologies based on inscriptions, forms of writing and documents, and monumental architecture such as tombs, temples, palaces, arches and monuments with their associated artifacts and stratigraphy.</p> <p>2. Assess New World (American) theoretical approaches through theoretical paradigms that explain adaptation to an environment, site distribution, artifact distribution and variability, and climate change.</p> <p>3. Introduce theoretical concepts that guide research and interpretation such as cultural history, processual (Middle Range Theory), ethnoarchaeology, post-processual, Marxist, gender and agency views of the past.</p> <p>4. Examine levels of public interest in archaeology such as World Archaeological Congress, Society of American Archaeology, Society of California Archaeology and the Santa Clara Valley Archeological Society.</p>

Changed	Field	Current Version	Proposed Version
		<p>5. Understand the place of museums in the curation process of archaeological artifacts for display and education of the general public.</p> <p>2. Evaluate the ongoing ethical issues in archaeology, such as indigenous peoples' heritage rights, cultural resource management, curation and conservation of artifacts , looting in the past and at present, locally, regionally and globally.</p> <p>1. Evaluate Native American assistance and cooperation, NAGPRA (Native American Graves Protection and Repatriation Act), curation and final disposal of the artifacts recovered.</p> <p>2. Examine the preservation ethic and the importance of "context" in the archaeological record.</p> <p>3. Assess issues of looting archaeological sites and selling/collecting artifacts.</p> <p>4. Examine national and international ethical issues concerning archaeological data</p> <p>5. Evaluate Archaeology as a destructive process.</p> <p>3. Examine the various methods employed by archaeologists studying the past, including field techniques and how these techniques and paradigms have changed through time.</p> <p>1. Understand research design construction and modeling.</p> <p>2. Analyze archival research in public archives and government records for earlier reports of</p>	<p>5. Understand the place of museums in the curation process of archaeological artifacts for display and education of the general public.</p> <p>2. Evaluate the ongoing ethical issues in archaeology, such as indigenous peoples' heritage rights, cultural resource management, curation and conservation of artifacts , looting in the past and at present, locally, regionally and globally.</p> <p>1. Evaluate Native American assistance and cooperation, NAGPRA (Native American Graves Protection and Repatriation Act), curation and final disposal of the artifacts recovered.</p> <p>2. Examine the preservation ethic and the importance of "context" in the archaeological record.</p> <p>3. Assess issues of looting archaeological sites and selling/collecting artifacts.</p> <p>4. Examine national and international ethical issues concerning archaeological data</p> <p>5. Evaluate Archaeology as a destructive process.</p> <p>3. Examine the various methods employed by archaeologists studying the past, including field techniques and how these techniques and paradigms have changed through time.</p> <p>1. Understand research design construction and modeling.</p> <p>2. Analyze archival research in public archives and government records for earlier reports of</p>

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| | investigations conducted in the area of interest. | investigations conducted in the area of interest. |
| 3. Understand field techniques such as pre-excavation research, survey strategies, preparation for excavation through sampling, remote sensing, flotation, digital imaging, and GPS/GIS. | 3. Understand field techniques such as pre-excavation research, survey strategies, preparation for excavation through sampling, remote sensing, flotation, digital imaging, and GPS/GIS. | 3. Understand field techniques such as pre-excavation research, survey strategies, preparation for excavation through sampling, remote sensing, flotation, digital imaging, and GPS/GIS. |
| 4. Examine excavation techniques, soil sampling, strategies for determining statistical sampling and distribution of features and sites | 4. Examine excavation techniques, soil sampling, strategies for determining statistical sampling and distribution of features and sites | 4. Examine excavation techniques, soil sampling, strategies for determining statistical sampling and distribution of features and sites |
| 5. Evaluate Antiquarianism, Culture History, Processual archaeology with Middle Range Research, Post-processual Landscape archaeology and Agency, Cultural Ecology, Marxist archaeology, Gender Archaeology, Archaeology of the Mind, Historical Archaeology, Underwater Archaeology and Cultural Resource Management views discussed. | 5. Evaluate Antiquarianism, Culture History, Processual archaeology with Middle Range Research, Post-processual Landscape archaeology and Agency, Cultural Ecology, Marxist archaeology, Gender Archaeology, Archaeology of the Mind, Historical Archaeology, Underwater Archaeology and Cultural Resource Management views discussed. | 5. Evaluate Antiquarianism, Culture History, Processual archaeology with Middle Range Research, Post-processual Landscape archaeology and Agency, Cultural Ecology, Marxist archaeology, Gender Archaeology, Archaeology of the Mind, Historical Archaeology, Underwater Archaeology and Cultural Resource Management views discussed. |
| 6. Examine theoretical developments in archaeology and their major proponents(e.g. W.W. Taylor, Lewis Binford, Ian Hodder, Jane Buikstra, Mark Leone, Marcia-Ann Dobres, Margaret Conkey, Colin Renfrew, J. David Lewis-Williams, James Deetz, Noel Hume, William Rathje, David Hurst Thomas). | 6. Examine theoretical developments in archaeology and their major proponents(e.g. W.W. Taylor, Lewis Binford, Ian Hodder, Jane Buikstra, Mark Leone, Marcia-Ann Dobres, Margaret Conkey, Colin Renfrew, J. David Lewis-Williams, James Deetz, Noel Hume, William Rathje, David Hurst Thomas). | 6. Examine theoretical developments in archaeology and their major proponents(e.g. W.W. Taylor, Lewis Binford, Ian Hodder, Jane Buikstra, Mark Leone, Marcia-Ann Dobres, Margaret Conkey, Colin Renfrew, J. David Lewis-Williams, James Deetz, Noel Hume, William Rathje, David Hurst Thomas). |

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4. Evaluate and differentiate between absolute and relative dating techniques, applying utility and limits of both categories to field and laboratory contexts to build chronologies.

1. Examine relative dating techniques (e.g., seriation and battleship curves, association, Stratigraphy).

2. Apply absolute dating techniques (e.g., radiocarbon, potassium-argon, dendrochronology, thermoluminescence, obsidian hydration, electron pin resonance) to archeological data.

3. Assess the use of these dating techniques based on the materials they can date, time span for which each is applicable, and the limitations of each method.

5. Develop familiarity with differences between prehistoric site distribution patterns and historic settlements relative to adaptation to the local environmental conditions and trade networks available.

1. Examine the adaptations of settlements to surrounding environment and resources available within the landscape.

2. Defining and recognizing occupation by a household, cultural communities, and activity areas and economic relationships within and across settlements.

3. Assess methods for determining changes in

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| <p>occupation through time and archaeological interpretation of these changes relative to putative cultures that they represent.</p> <p>4. Analyze site taphonomy and deposition events leading to condition of site at the time of study.</p> <p>5. Evaluate human use of the landscape using GIS, understanding hydrolic, soil, climate, flora and fauna distribution on the map.</p> <p>6. Examine archaeological analysis of prehistoric technologies (e.g. lithic, bone, shell, clay, wood, and fiber tool traditions of manufacturing, use-wear, and disposal). Assess their use in reconstruction of human interaction with environment, other social groups of people, and the degree to which social organization or ethnic identification can be identified.</p> <p>1. Identify the typologies of tool traditions (e.g., stone, bone, shell, ceramic). classification of prehistoric artifacts, Pecos conference and material identification.</p> <p>2. Analyzing prehistoric manufacturing techniques and appreciating the ways in which experimental archaeology (or Middle Range Theory) can be used to re-create the complexity of past technologies</p> <p>3. Examine wear pattern, residue analysis and material sourcing of</p> | <p>occupation through time and archaeological interpretation of these changes relative to putative cultures that they represent.</p> <p>4. Analyze site taphonomy and deposition events leading to condition of site at the time of study.</p> <p>5. Evaluate human use of the landscape using GIS, understanding hydrolic, soil, climate, flora and fauna distribution on the map.</p> <p>6. Examine archaeological analysis of prehistoric technologies (e.g. lithic, bone, shell, clay, wood, and fiber tool traditions of manufacturing, use-wear, and disposal). Assess their use in reconstruction of human interaction with environment, other social groups of people, and the degree to which social organization or ethnic identification can be identified.</p> <p>1. Identify the typologies of tool traditions (e.g., stone, bone, shell, ceramic). classification of prehistoric artifacts, Pecos conference and material identification.</p> <p>2. Analyzing prehistoric manufacturing techniques and appreciating the ways in which experimental archaeology (or Middle Range Theory) can be used to re-create the complexity of past technologies</p> <p>3. Examine wear pattern, residue analysis and material sourcing of</p> |
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| <p>artifacts in order to explain modes of production and adaptation to the environment.</p> <p>4. Evaluate prehistoric art in relation to its association with nearby human occupation; its social significance and mnemonic function in the studies of social complexity.</p> <p>7. Develop an understanding of site formation processes through the study of geological processes and through the reconstruction of past environments from analyses of pollen and phytolith sampling, soil and climate data, and zoological, marine, and botanical data.</p> <p>1. Understand botanical analysis of archeological data including palynology and phytolith analysis, plant identification from seeds and charcoal acquired from excavation or coring.</p> <p>2. Examine geological site formation processes such as erosion or N-transformation by wind blowing, water eroding or running, or gravity pulling roof-fall, spalling in rock shelters or artifacts sliding downhill. Topography, depositional layers and soil sample analysis are additional</p> <p>3. Analyze zooarchaeological data to reconstruct human hunting/butchering strategies using animal</p> | <p>artifacts in order to explain modes of production and adaptation to the environment.</p> <p>4. Evaluate prehistoric art in relation to its association with nearby human occupation; its social significance and mnemonic function in the studies of social complexity.</p> <p>7. Develop an understanding of site formation processes through the study of geological processes and through the reconstruction of past environments from analyses of pollen and phytolith sampling, soil and climate data, and zoological, marine, and botanical data.</p> <p>1. Understand botanical analysis of archeological data including palynology and phytolith analysis, plant identification from seeds and charcoal acquired from excavation or coring.</p> <p>2. Examine geological site formation processes such as erosion or N-transformation by wind blowing, water eroding or running, or gravity pulling roof-fall, spalling in rock shelters or artifacts sliding downhill. Topography, depositional layers and soil sample analysis are additional</p> <p>3. Analyze zooarchaeological data to reconstruct human hunting/butchering strategies using animal</p> |
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| <p>bones and discarded shells.</p> <p>4. Identify cultural formation processes (C-transformations) through building, burying, domestication of animals and plants, quarrying, and other types of modification of an environment to serve economic ends.</p> <p>8. Demonstrate an understanding of archaeological survey and excavation methods in the field, access archival information from prior field work and demonstrate a knowledge of using them appropriately.</p> <ol style="list-style-type: none">1. Discuss research accomplished in the area of study that the field work will cover.2. Understand the practical application and use of field documents, survey, testing, and/or excavation methods and the proper use of tools such as line level, screening, bagging with correct identification, compass, datum point, and mapping.3. Analyze the ecofacts and artifacts collected from the field and site reconstruction in the laboratory; and how the botanical and zoological remains, geological data link human behavior to the activities that produced the site.4. Proper curation of artifacts based on their materials and site preservation. Sensitive presentation of materials | <p>bones and discarded shells.</p> <p>4. Identify cultural formation processes (C-transformations) through building, burying, domestication of animals and plants, quarrying, and other types of modification of an environment to serve economic ends.</p> <p>8. Demonstrate an understanding of archaeological survey and excavation methods in the field, access archival information from prior field work and demonstrate a knowledge of using them appropriately.</p> <ol style="list-style-type: none">1. Discuss research accomplished in the area of study that the field work will cover.2. Understand the practical application and use of field documents, survey, testing, and/or excavation methods and the proper use of tools such as line level, screening, bagging with correct identification, compass, datum point, and mapping.3. Analyze the ecofacts and artifacts collected from the field and site reconstruction in the laboratory; and how the botanical and zoological remains, geological data link human behavior to the activities that produced the site.4. Proper curation of artifacts based on their materials and site preservation. Sensitive presentation of materials |
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Changed	Field	Current Version	Proposed Version
		to the public to be educational.	to the public to be educational.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

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

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Readings from scientists of diverse backgrounds about current and debates in the field of anthropology especially Archaeology. Course objective # 1, 2; Assignments A, B
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Term paper, Written reports, and weekly assignments on topics in Archaeology based on readings. Course objective # 3; Assignments B, D, E
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	The written reports, paper based on fieldwork and research. The written reports and papers utilize MLA format in writing the essay, citing sources and bibliography (Course objective # 3, 5; Assignments D, E)
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Written responses to articles read, current issues, or topics researched, assignments, discussion and problem solving in class; short answers and essay questions. All of the above achieve the learning outcome (Course objective # 5, 6; Assignments D, E)
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	In class discussion; individual and small group presentations of assigned readings from texts and articles; field reports; preparation of exhibits for displays. All of the above give students the opportunity to achieve the learning outcome.(Course objective # 6, 7, 8 ; Assignments D, E, F)

B-Matrix Form

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

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

C-Matrix Form
Empty space for C-Matrix content

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

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

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

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

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

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

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
	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	<p>Students apply and practice a multi disciplinary approach, scientific methods, techniques and procedures used by anthropologists to understand human behavior and cultural diversity</p> <p>Course Outline A Recognize the immense scope of the multi-faceted, interdisciplinary approach of anthropology and explain the relationships between its basic areas of inquiry: physical anthropology, cultural anthropology, archeology/prehistory, and linguistic anthropology.</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.)	No Value	<p>Students work collaboratively on written assignments, work together on critical thinking questions, group presentation and written projects. Students work on fieldwork based writing assignment with detailed field notes and a final paper that contextualizes, presents and analyses field data. Completed project demonstrates the student's growth in synthesizing and and analyzing archeological data. Course Outline F, Examine archaeological analysis of prehistoric technologies (e.g. lithic, bone, shell, clay, wood, and fiber tool traditions of manufacturing, use- wear, and disposal). Assess their use in reconstruction of human interaction with environment, other social groups of people, and the degree to which social organization or ethnic identification can be identified.</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	Students use critical thinking as they evaluate prehistoric and historic archaeological remains to understand how cultures reflect an adaptation to the environment, practices and behavior. Course Outline E, Develop familiarity with differences between prehistoric site distribution patterns and historic settlements relative to adaptation to the local environmental conditions and trade networks available.
!	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	The course material incorporates contributions of diverse scientists. and ethnographers from different cultural backgrounds and gender (over all places and times) to understand human beliefs, behavior and cultural practices. Course Outline B: Evaluate the ongoing ethical issues in archaeology, such as indigenous peoples' heritage rights, cultural resource management, curation and conservation of artifacts , looting in the past and at present, locally, regionally and globally.
!	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	Students study archaeological record worldwide in a spatial and a temporal context. This perspective leads them to see the underlying similarities between prehistoric and historic cultures and get a deeper understanding of themselves. Course Outline C: Examine the various methods employed by archaeologists studying the past, including field techniques and how these techniques and paradigms have changed through time.

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	Students critically evaluate and apply the methods and theories of archaeology to their life and communities and current issues facing humanity. Course Outline H: Demonstrate an understanding of archaeological survey and excavation methods in the field, access archival information from prior field work and demonstrate a knowledge of using them appropriately.

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

Changed Questions Current Version Proposed Version



Stage 5: SLO
Coordinator

No
Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/26/2025	Learning Outcomes#1	CSLO	Required	Develop and Understand are two different levels of Bloom's Taxonomy. Choose one of them. It would seem you mean: "Apply the scientific method to archaeological investigation of past societies, lives and modes of production."	y
3/26/2025	Learning Outcomes#2	CSLO	Required	Same issue here: Develop an understanding of how theoretical paradigms are (and were) applied to the data acquired from archaeological sites as a frame of reference for interpretation of the human dynamics that took place intra-site and inter-site, by region and by mode of adaptation and production.	y

Changed	Questions	Current Version	Proposed Version					
			3/26/2025	Learning Outcomes#3	CSLO#3	Required	Investigate the relationship between material culture and physical remains, including how to hypothesize and build a model of past behavior from archeological evidence.	y
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			4/9/25	Matrix A	Objectives 1&2	Required	briefly summarize the area referenced.	Y
	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)	ANTH 003	ANTH 003
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ANTHD003.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	Jan 15, 2019 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000511473

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

Summary of Changes

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

Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 7: Content Review Matrix Liaison
CO	Hybrid Approval Date (MM/DD/YYYY)
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
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"> Mary Clark Tillman 	<ul style="list-style-type: none"> Ameeta Tiwana
	Course ID (CB01A and CB01B)	ANTHD004.	ANTHD004.
	Course Control Number	CCC000041185	CCC000041185
	Course Title (CB02)	World Prehistory	World Prehistory
	Short Course Title	WORLD PREHISTORY	WORLD PREHISTORY
	TOP Code (CB03)	2202.00	2202.00 Anthropology
	CIP Code	Anthropology.	45.0201 Anthropology.
	Department	ANTH - Anthropology	ANTH - Anthropology
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	Worldwide patterns of cultural transformation, from the earliest foraging societies to the development of agrarian states. The prehistoric interpretation of these changes based upon the comparison of archaeological evidence from Africa, Asia, Europe, the Middle East, the Americas, and Oceania.	Worldwide- <u>Students will engage with worldwide</u> patterns of cultural transformation, from the earliest foraging societies to the development of agrarian states. The <u>They will study the</u> prehistoric interpretation of these changes based upon the comparison of archaeological evidence from Africa, Asia, Europe, the Middle East, the Americas, and Oceania.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is a major preparation requirement in the discipline of anthropology for at least one CSU or UC. It meets a general education requirement for De Anza and Cal-GETC. It is a requirement for an A.A.-T in anthropology. This course gives students an opportunity to apply the methods and skills of anthropology to evaluate ongoing cultural transformation and discuss the future of humanity.</p>	<p>This course is a major preparation requirement in the discipline of anthropology for at least one CSU or UC. It meets a general education requirement for De Anza and Cal-GETC. It is a requirement for an A.A.-T in anthropology. This course gives students an opportunity to apply the methods and skills of anthropology to evaluate ongoing cultural transformation and discuss the future of humanity.</p>

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?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes -- don't forget to duplicate the revisions in the mirrored credit/noncredit course <u>No</u>
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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

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	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	<u>Yes</u>

Associated Programs

Changed Field

Current Version

Proposed Version

Course is
part of a
program

Associated Program Anthropology for Transfer

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

Associated Program Anthropology for Transfer

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

Associated Program Anthropology for Transfer (In Development)

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

Associated Program Anthropology for Transfer (In Development)

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

Associated Program Art History for Transfer

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

Associated Program Art History for Transfer

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

Associated Program Art History for Transfer (In Development)

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

Associated Program Art History for Transfer (In Development)

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

Associated Program CSU GE

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

Associated Program CSU GE

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

Associated Program CSU GE (In Development)

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

Associated Program CSU GE (In Development)

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

Changed Field

Current Version

Proposed Version

Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

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

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

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

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

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

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

Associated Program	IGETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)	Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options															
Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">CA4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">CA4X - Approved.	-	No value
		System/Institution	Cal-GETC												
		Area(s)	<ul style="list-style-type: none">CA4X - Approved.												
		-	No value												
		System/Institution	Cal-GETC												
		Area(s)	<ul style="list-style-type: none">CA4X - Approved.												
	-	No value													
	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">2G4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">2G4X - Approved.	-	No value	
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none">2G4X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none">2G4X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

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

Methods of Instruction

Laboratory and field observation involving data collection and analysis

Collaborative learning and small group exercises

Preparations of museum exhibits

Discussion and problem solving performed in class

Quiz and examination review performed in class

Homework and extended projects

Guest speakers

Collaborative projects

Lecture and multimedia aids

Discussion of assigned reading

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises

Discussion and problem-solving performed in class

Discussion of assigned reading

Field observation and field trips

Guest speakers

Homework and extended projects

In-class essays

In-class exploration of internet sites

Lecture and visual aids

Quiz and examination review performed in class

Field research experience which involves students in formal exercises of data collection and analysis

Preparations of museum exhibits

Assignments

1. Verbal

1. Small group discussions of course content and applied issues
2. Individual and/or small group presentations on selected topics of course material
3. In class debates on topical controversies in prehistory and anthropology
4. Student facilitation of classroom discussions under instructor's supervision

2. Reading

1. Synthesis of assigned reading from required texts and other sources
2. Suggested supplemental readings followed by assignments, discussion and problem solving in class

3. Writing

1. A major research paper dealing with the critical analysis of a cultural issue or controversy as revealed through the study of prehistory. Students will conduct independent research using appropriate Internet and library resources, evaluate and select sources, critically analyze data, synthesize information, and formulate conclusions.
2. Weekly journals and written responses to articles read, current issues, or topics researched; assignments, discussion and problem solving in class; short

1. Verbal

1. Small group discussions of course content and applied issues
2. Individual and/or small group presentations on selected topics of course material
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Changed Field**Current Version****Proposed Version**

answers and essay
questions

3. Substantive response

papers on cultural issues
explored through
classroom materials and
readings.


4. Preparation of exhibit material:
Students will develop an
educational exhibit to apply and
teach fellow students about
aspects of anthropology and
prehistory

answers and essay
questions

3. Substantive response

papers on cultural issues
explored through
classroom materials and
readings.

4. Preparation of exhibit material:
Students will develop an
educational exhibit to apply and
teach fellow students about
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prehistory

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	<div>Methods of Evaluation</div>	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div>

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Midterm objective and/or essay examinations and comprehensive final, all of which are composed of concept based questions which will require the student to demonstrate the ability to integrate and summarize facts and translate them into fundamental units of knowledge 2. Issue-oriented research paper, and working outline for such project, involving summary, synthesis, and critical analysis of data 3. Participation in and contribution toward classroom discussions and in-class collaborate group written analytical work involving comparative source materials. 4. In class oral presentations 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Midterm objective and/or essay examinations and comprehensive final, all of which are composed of concept based questions which will require the student to demonstrate the ability to integrate and summarize facts and translate them into fundamental units of knowledge 2. Issue-oriented research paper, and working outline for such project, involving summary, synthesis, and critical analysis of data 3. Participation in and contribution toward classroom discussions and in-class collaborate group written analytical work involving comparative source materials. 4. In class oral presentations

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

(individually or in groups) that demonstrate ability to present data and data analysis in a logical, engaging oral and visual format.

5. Reading responses that demonstrate basic comprehension, critique and synthesis of course.

6. Design and display exhibits which involves collection, preparation and interpretation of materials. They will be assessed based on questionnaires, interviews, surveys and informal conversation with attendees.

(individually or in groups) that demonstrate ability to present data and data analysis in a logical, engaging oral and visual format.

5. Reading responses that demonstrate basic comprehension, critique and synthesis of course.

6. Design and display exhibits which involves collection, preparation and interpretation of materials. They will be assessed based on questionnaires, interviews, surveys and informal conversation with attendees.

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

- None.

Essential College Facilities:

- Anthropology lab, artifacts, and Maps

Essential Student Materials:

- None

Essential College Facilities:

- Anthropology lab, artifacts, and maps

**Examples of
Primary Texts and
References**

Title	No value
Author	Chazan M. World Prehistory and Archaeology: Pathways Through Time. 4th Ed. Routledge Taylor and Francis Group. 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Fagan, Brian M. and Durrani, Nadia. World Prehistory : A Brief Introduction. 9th ed.. Routledge. 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Fagan B and Durrani N. People of the Earth: An Introduction to World Prehistory. 15th Ed. Routledge Taylor and Francis Group. 2019.
Publisher	No value
Date/Edition	No value

Title	The Past in Perspective: An Introduction to Human Prehistory
Author	Feder, Kenneth
Publisher	Oxford University Press
Date/Edition	9th edition, April 2024
ISBN	No value

Title	People of the Earth: An Introduction to World Prehistory
Author	Fagan B and Durrani N.
Publisher	Routledge Taylor and Francis Group
Date/Edition	16th ed., 2023
ISBN	No value

Title	World Prehistory and Archaeology: Pathways Through Time.
Author	Chazan M.
Publisher	Routledge Taylor and Francis Group
Date/Edition	5th Ed. 2021
ISBN	No value

Title	World Prehistory : A Brief Introduction

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Current Version

Proposed Version

ISBN No value

Title No value

Author Feder, Kenneth.
"The Past in
Perspective": An
Introduction to
Human Prehistory.
7th ed. Oxford
University Press.
2016

Publisher No value

Date/Edition No value

ISBN No value

Title No value

Author Olszewski, Deborah
I. Archaeology and
Humanity's Story: A
Brief Introduction to
World Prehistory.
Oxford University
Press. 2015.

Publisher No value

Date/Edition No value

ISBN No value

Author Fagan, Brian M. and
Durrani, Nadia.

Publisher Routledge.

Date/Edition 11th ed. 2023

ISBN No value

Title Archaeology:
Theories, Methods
and Practice

Author Renfrew, Collin and
Paul Bahn

Publisher Thames and
Hudson Ltd, London

Date/Edition 2020 8th edition

ISBN No value

**Suggested
Reading List**

No value

Reading List Bradley J. Adams and Pam J. Crabtree. 2008. Comparative Skeletal Anatomy: A Photographic Atlas for Medical Examiners, Forensic Anthropologists, and Archaeologists. Totowa, NJ: Humana Press.

May include, but are not limited to No value

Reading List Barber, Elizabeth Wayland. "Women's Work: The First 20,000 Years: Women, Cloth, and Society in Ancient Times." W. W. Norton & Company, 1995.

May include, but are not limited to No value

Reading List Crabtree, P.J., Campana, D.V. "Exploring Prehistory: How Archaeology reveals our Past". McGraw Hill. 2nd ed. 2006

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Fagan B and Durrani N. In the Beginning: An Introduction to Archaeology. 13th Ed. Prentice Hall. 2013.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Feinman, Gary M. and Joyce Marcus, Eds. "Archaic States." School of American Research Press, 1998</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Harris, David. R., ed. "The Origins and Spread of Agriculture and Pastoralism in Eurasia." Smithsonian Institution Press, 1996.</p>	

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to</p> <p>Reading List Hodder, Ian. Reading the Past: Current Approaches to Interpretation in Archaeology. 3rd Ed. Cambridge University Press. 2004.</p> <p>May include, but are not limited to</p> <p>Reading List Johnson, Allen W. and Timothy Earle. "The Evolution of Human Societies: From Foraging Group to Agrarian State." 2nd ed. Stanford University Press, 2000.</p> <p>May include, but are not limited to</p> <p>Reading List Johnson, Matthew. "Archaeological Theory." Wiley Blackwell, 1999.</p>	

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to</p> <p>Reading List Kirch PV. On the Road of the Winds: An Archaeological History of the Pacific Islands before European Contact. (Rev. Ed). University of California Press. 2002.</p> <p>May include, but are not limited to</p> <p>Reading List Nelson, Sarah Millege and Miriam Rosen Ayalon, eds. "In Pursuit of Gender: Worldwide Archaeological Approaches." AltaMira Press, 2002</p> <p>May include, but are not limited to</p> <p>Reading List Panter-Brick, Catherine, Robert H. Layton, Peter Rowley-Conway. "Hunter-Gatherers: An Interdisciplinary Perspective." Cambridge University Press, 2001</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>Rice, Patricia and Moloney, Norah. "Biological Anthropology and Prehistory". Allyn and Bacon. Second edition. 2007</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Richards, Janet, and Mary Van Buren. "Order, Legitimacy, and Wealth in Ancient States." Cambridge University Press, 2000.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Renfrew, Colin. "Loot, Legitimacy, and Ownership: The Ethical Crisis in Archaeology." Duckworth Publishers, 2007</p>	

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Current Version

Proposed Version

May include, but are not limited to No value

Reading List Renfrew C and Bahn P. Archaeology: Theory, Methods, and Practice. 7th Ed. Thames & Hudson. 2016.

May include, but are not limited to No value

Reading List Wenke, Robert, Olszewski, Deborah. "Patterns in Prehistory: Humankind's first Three Million Years". Oxford University Press. 5th edition. 2007.

May include, but are not limited to No value

Reading List American Anthropologists

May include, but are not limited to No value

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Proposed Version

Reading List American Antiquity

May include, but are not limited to No value

Reading List American Journal of Archeology

May include, but are not limited to No value

Reading List Current Anthropologist

May include, but are not limited to No value

Reading List Journal of Archeological Research

May include, but are not limited to No value

Reading List Journal of Archeological Science

Changed	Field	Current Version	Proposed Version
		<div>May include, but are not limited to</div>	
		<div>Reading List</div> <div>Journal of Field Archeology</div>	
		<div>May include, but are not limited to</div>	
		<div>Reading List</div> <div>Journal of World Prehistory</div>	
		<div>May include, but are not limited to</div>	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Recognize anthropology as a multifaceted discipline and identify the interrelationships between its subdisciplines including biological, cultural, archaeology, linguistics and applied anthropology. • Evaluate the historical development of anthropology • Examine the conceptual framework of anthropology • Describe and appraise the basic processes of cultural transformation • Differentiate between paleontological, archeological, and geological data, and interpret and assess data from these three major sources of prehistoric evidence • Identify cultural transformations in human societies along the geologic/archaeological timeline • Use the conceptual perspective of prehistory to evaluate on-going cultural transformation and discuss the future of humanity • Develop the role and responsibility of archaeology and archaeologists in the modern world. 	<ul style="list-style-type: none"> • Recognize anthropology as a multifaceted discipline and identify the interrelationships between its subdisciplines including biological, cultural, archaeology, linguistics and applied anthropology. • Evaluate the historical development of anthropology • Examine the conceptual framework of anthropology • Describe and appraise the basic processes of cultural transformation • Differentiate between paleontological, archeological, and geological data, and interpret and assess data from these three major sources of prehistoric evidence • Identify cultural transformations in human societies along the geologic/archaeological timeline • Use the conceptual perspective of prehistory to evaluate on-going cultural transformation and discuss the future of humanity • Develop the role and responsibility of archaeology and archaeologists in the modern world.

CSLOs

CSLOs

Develop an appreciation of the range and diversity of past human societies, as well as analyze and evaluate the reasons why other cultures have developed their particular beliefs, practices and institutions.

**Expected
SLO
Performance**

0.0

CSLOs

Develop an appreciation of the range and diversity of past human societies, as well as analyze and evaluate the reasons why other cultures have developed their particular beliefs, practices and institutions.

**Expected
SLO
Performance**

0.0

CSLOs

Demonstrate an ability to investigate the relationship between culture and material culture, including how to hypothesize and build a model of past behavior from archeological evidence.

**Expected
SLO
Performance**

0.0

CSLOs

Demonstrate an ability to investigate the relationship between culture and material culture, including how to hypothesize and build a model of past behavior from archeological evidence.

**Expected
SLO
Performance**

0.0

CSLOs

Illustrate and explain the processes of culture change, and recognize the patterns of past processes in present day society.

CSLOs

Illustrate and explain the processes of culture change, and recognize the patterns of past processes in present day society.

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

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Recognize anthropology as a multifaceted discipline and identify the interrelationships between its subdisciplines including biological, cultural, archaeology, linguistics and applied anthropology. <ol style="list-style-type: none"> 1. Apply anthropology to vital issues and new challenges facing humans today 2. Identify and describe the major fields within anthropology 3. Demonstrate anthropology as a science and a humanistic discipline; understand its breadth, especially its interest in global diversity. 2. Evaluate the historical development of anthropology <ol style="list-style-type: none"> 1. Examine the historical development of the discipline as part of the Western academic tradition 2. Examine the development of the study of prehistory as part of anthropology 3. Explore the significance of women pre-historians' perspectives 4. Understand the increasing contributions by pre-historians who are people of color and/or are from the non-Western world 3. Examine the conceptual framework of anthropology <ol style="list-style-type: none"> 1. Show how the scientific basis of anthropology places an emphasis on the empirical process of gaining knowledge 2. Explore the impact of ethnocentrism in 	<ol style="list-style-type: none"> 1. Recognize anthropology as a multifaceted discipline and identify the interrelationships between its subdisciplines including biological, cultural, archaeology, linguistics and applied anthropology. <ol style="list-style-type: none"> 1. Apply anthropology to vital issues and new challenges facing humans today 2. Identify and describe the major fields within anthropology 3. Demonstrate anthropology as a science and a humanistic discipline; understand its breadth, especially its interest in global diversity. 2. Evaluate the historical development of anthropology <ol style="list-style-type: none"> 1. Examine the historical development of the discipline as part of the Western academic tradition 2. Examine the development of the study of prehistory as part of anthropology 3. Explore the significance of women pre-historians' perspectives 4. Understand the increasing contributions by pre-historians who are people of color and/or are from the non-Western world 3. Examine the conceptual framework of anthropology <ol style="list-style-type: none"> 1. Show how the scientific basis of anthropology places an emphasis on the empirical process of gaining knowledge 2. Explore the impact of ethnocentrism in

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| <p>interpreting human prehistory</p> <p>3. Introduce and demonstrate the utility of the practice of cultural relativism in interpreting prehistory</p> <p>4. Introduce and explore the utility of studying cultures holistically</p> <p>5. Establish the importance of addressing ethical questions: e.g., "who owns the past?" as a key component of anthropology</p> <p>4. Describe and appraise the basic processes of cultural transformation</p> <p>1. Learn the major components of the geologic/archaeological timeline</p> <p>2. Describe the impact of environmental resources on the course of human prehistory</p> <p>3. Describe the shifts in human population size and density through time and examine probable causes</p> <p>4. Appraise the processes of major technological development and its impact on the trajectory of human prehistory through time</p> <p>5. Examine the innovation and diffusion of major culture traits throughout human prehistory</p> <p>5. Differentiate between paleontological, archeological, and geological data, and interpret and assess data from these three major sources of prehistoric evidence</p> <p>1. Learn the field techniques used in archaeological and</p> | <p>interpreting human prehistory</p> <p>3. Introduce and demonstrate the utility of the practice of cultural relativism in interpreting prehistory</p> <p>4. Introduce and explore the utility of studying cultures holistically</p> <p>5. Establish the importance of addressing ethical questions: e.g., "who owns the past?" as a key component of anthropology</p> <p>4. Describe and appraise the basic processes of cultural transformation</p> <p>1. Learn the major components of the geologic/archaeological timeline</p> <p>2. Describe the impact of environmental resources on the course of human prehistory</p> <p>3. Describe the shifts in human population size and density through time and examine probable causes</p> <p>4. Appraise the processes of major technological development and its impact on the trajectory of human prehistory through time</p> <p>5. Examine the innovation and diffusion of major culture traits throughout human prehistory</p> <p>5. Differentiate between paleontological, archeological, and geological data, and interpret and assess data from these three major sources of prehistoric evidence</p> <p>1. Learn the field techniques used in archaeological and</p> |
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| <p>paleoanthropological excavation</p> <p>2. Learn the techniques used in the analysis of hominid fossils and material culture artifacts</p> <p>3. Examine how anthropologist recreate prehistoric lifeways from archaeological and fossil evidence</p> <p>4. Evaluate the importance of the interpretation of evidence utilising comparative approaches in prehistory</p> <p>5. Assess cultural transformation patterns from the unique vantage point of the multidimensional foundations of archaeology and of prehistory</p> <p>6. Apply the scientific method to archaeological research, particularly with respect to the use of hypothesis testing and multiple working hypotheses in assessing interpretations of prehistory through archaeological evidence</p> <p>6. Identify cultural transformations in human societies along the geologic/archaeological timeline</p> <p>1. Discuss the origin and evolution of Australopithecines and Homo erectus</p> <p>1. Identify the geographic locations and the range of environments inhabited by Australopithecus and Homo erectus</p> | <p>paleoanthropological excavation</p> <p>2. Learn the techniques used in the analysis of hominid fossils and material culture artifacts</p> <p>3. Examine how anthropologist recreate prehistoric lifeways from archaeological and fossil evidence</p> <p>4. Evaluate the importance of the interpretation of evidence utilising comparative approaches in prehistory</p> <p>5. Assess cultural transformation patterns from the unique vantage point of the multidimensional foundations of archaeology and of prehistory</p> <p>6. Apply the scientific method to archaeological research, particularly with respect to the use of hypothesis testing and multiple working hypotheses in assessing interpretations of prehistory through archaeological evidence</p> <p>6. Identify cultural transformations in human societies along the geologic/archaeological timeline</p> <p>1. Discuss the origin and evolution of Australopithecines and Homo erectus</p> <p>1. Identify the geographic locations and the range of environments inhabited by Australopithecus and Homo erectus</p> |
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| <ul style="list-style-type: none">2. Examine the fossil evidence available for Australopithecys and Homo erectus and evaluate the morphology of the two genera3. Review the tool traditions and technological development attributed to Australopithecus and Homo erectus4. Compare the projected cultural traits and lifeways of Australopithecus and Homo erectus <p>2. Describe the origin and expansion of early Homo</p> <ul style="list-style-type: none">1. Assess the evidence of the origins and diversification of early Homo in Africa2. Outline the dispersal of early Homo from Africa to Europe and Asia3. Outline changes in morphology, behavior and material culture of early Homo4. Evaluate hypotheses about migratory routes out of Africa to the rest of the world and causal explanations of migration <p>3. Examine the origins and evolution of Homo sapiens</p> <ul style="list-style-type: none">1. Examine the unique morphological features that define Homo sapiens | <ul style="list-style-type: none">2. Examine the fossil evidence available for Australopithecys and Homo erectus and evaluate the morphology of the two genera3. Review the tool traditions and technological development attributed to Australopithecus and Homo erectus4. Compare the projected cultural traits and lifeways of Australopithecus and Homo erectus <p>2. Describe the origin and expansion of early Homo</p> <ul style="list-style-type: none">1. Assess the evidence of the origins and diversification of early Homo in Africa2. Outline the dispersal of early Homo from Africa to Europe and Asia3. Outline changes in morphology, behavior and material culture of early Homo4. Evaluate hypotheses about migratory routes out of Africa to the rest of the world and causal explanations of migration <p>3. Examine the origins and evolution of Homo sapiens</p> <ul style="list-style-type: none">1. Examine the unique morphological features that define Homo sapiens |
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| <ul style="list-style-type: none">2. Identify the geological age and locations of the earliest fossil evidence of Homo sapiens3. Assess the continuity and replacement models of human origins4. Establish the role of molecular biological evidence in assessing species origin and tracking population migrations5. Discuss the fate of the Neandertals in Eurasia and Flores hominids in Indonesia <p>4. Describe the Middle and Upper Paleolithic peoples</p> <ul style="list-style-type: none">1. Identify the geographic locations and types of environments inhabited by humans in the middle pleistocene2. Evaluate available fossil evidence of modern humans in Africa, Asia, and Europe3. Examine the relationships between modern humans and the Neanderthals4. Compare tool traditions and technological development in Africa and Eurasia5. Evaluate the evidence of the development of art | <ul style="list-style-type: none">2. Identify the geological age and locations of the earliest fossil evidence of Homo sapiens3. Assess the continuity and replacement models of human origins4. Establish the role of molecular biological evidence in assessing species origin and tracking population migrations5. Discuss the fate of the Neandertals in Eurasia and Flores hominids in Indonesia <p>4. Describe the Middle and Upper Paleolithic peoples</p> <ul style="list-style-type: none">1. Identify the geographic locations and types of environments inhabited by humans in the middle pleistocene2. Evaluate available fossil evidence of modern humans in Africa, Asia, and Europe3. Examine the relationships between modern humans and the Neanderthals4. Compare tool traditions and technological development in Africa and Eurasia5. Evaluate the evidence of the development of art |
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| | and religion in the old word | and religion in the old word |
| | 6. Examine the evidence for the development of socio-political organization | 6. Examine the evidence for the development of socio-political organization |
| | 7. Track the migrations of humans into the Americas and Australia | 7. Track the migrations of humans into the Americas and Australia |
| | 5. Describe the Mesolithic and early Neolithic peoples | 5. Describe the Mesolithic and early Neolithic peoples |
| | 1. Examine the evidence for the transition from food collecting to food-producing societies | 1. Examine the evidence for the transition from food collecting to food-producing societies |
| | 2. Evaluate theories put forward to explain the origins of food-production | 2. Evaluate theories put forward to explain the origins of food-production |
| | 3. Review evidence for the origin of domestication of plants and animals | 3. Review evidence for the origin of domestication of plants and animals |
| | 4. Compare and contrast the earliest farmers of Africa, Asia, and Europe | 4. Compare and contrast the earliest farmers of Africa, Asia, and Europe |
| | 5. Examine the Mesolithic hunter-gatherers in Europe and the evidence for their transition to farming | 5. Examine the Mesolithic hunter-gatherers in Europe and the evidence for their transition to farming |
| | 6. Track the migration routes and the timing of migrations into Oceania | 6. Track the migration routes and the timing of migrations into Oceania |
| | 7. Look at the process of the development of farming in the Americas | 7. Look at the process of the development of farming in the Americas |
| | 8. Reconstruct the cultural life patterns of the early farmers | 8. Reconstruct the cultural life patterns of the early farmers |

6. Establish the timing and the location of the development of state-level societies

1. Evaluate the standard definition of 'civilization' in comparison to alternate views

2. Evaluate theories that seek to explain the origins of the state

3. Compare the development of the early states of Africa, the Middle East and Mediterranean areas, India, China, and the Americas

4. Examine craft-production and specialization, long-distance trade, land ownership, hereditary elites, wealth accumulation, and rise of warfare

5. Examine the processes and patterns of centralization of power, commerce, and religion in cities, city-states, and empires in Europe, Africa, Asia, Oceania, and the Americas

7. Use the conceptual perspective of prehistory to evaluate on-going cultural transformation and discuss the future of humanity

1. Assess the status of the foraging peoples in the contemporary world in

6. Establish the timing and the location of the development of state-level societies

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

light of the continuing
impact of globalization

1. Explain why
foragers are found
in marginal
environments and
look at the
prospects of their
continued survival
in such places
2. Compare and
contrast the life
patterns of modern
foragers with that of
the prehistoric
hunter-gatherers
3. Assess possible
insights to learn
from their lifestyle
applicable to current
existence
4. Assess the viability
of our survival as a
species based on
knowledge of
collapse of past
civilizations and the
long survival of
foraging societies

2. Examine the tribal
gardeners and herders in
the contemporary world

1. Evaluate the types
of environments in
which contemporary
pastoralists and
subsistence farmers
operate
2. Describe the
similarities to and
differences between
contemporary
herders and
farmers, and their
Neolithic
counterparts
3. Assess possible
insights from the
lifestyles of herders

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

and farmers that
could be useful for
human survival in
general

4. Assess the long
time viability of
pastoralism and
subsistence
agriculture in light of
the current
globalization
impacts

3. Outline humanity's
continuing cultural
transformations

1. Discuss the loss of
cultural diversity
and the
homogenizing
effect of
globalization on
cultures

2. Examine the role of
archaeology and
study of prehistory
in preservation of
evidence and
education about
past diversity and
cultural evolution

3. Examine the role
archaeology and
study of prehistory
ought to play in
understanding the
future of humanity

4. Discuss the
obligations of
Archaeologists and
Prehistorians to
diverse populations
of the world to
promote sensitivity
to multiple
perspectives and
interpretations of
the past

5. Establish the
significance of

and farmers that
could be useful for
human survival in
general

4. Assess the long
time viability of
pastoralism and
subsistence
agriculture in light of
the current
globalization
impacts

3. Outline humanity's
continuing cultural
transformations

1. Discuss the loss of
cultural diversity
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2. Examine the role of
archaeology and
study of prehistory
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Archaeologists and
Prehistorians to
diverse populations
of the world to
promote sensitivity
to multiple
perspectives and
interpretations of
the past

5. Establish the
significance of

Changed	Field	Current Version	Proposed Version
		<p>heritage Preservation, Museums, Antiquities laws and illegal trade in antiquities as contemporary ethical and cultural issues</p> <p>8. Develop the role and responsibility of archaeology and archaeologists in the modern world.</p> <p>1. Establish the role of archeologists as custodians of cultural heritage and interpreters of the past for diverse cultures and world views</p> <p>2. Discuss archeologists' ethical obligations toward the material culture they discover, excavate, research, and curate.</p>	<p>heritage Preservation, Museums, Antiquities laws and illegal trade in antiquities as contemporary ethical and cultural issues</p> <p>8. Develop the role and responsibility of archaeology and archaeologists in the modern world.</p> <p>1. Establish the role of archeologists as custodians of cultural heritage and interpreters of the past for diverse cultures and world views</p> <p>2. Discuss archeologists' ethical obligations toward the material culture they discover, excavate, research, and curate.</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Readings from scientists of diverse backgrounds about current and debates in the field of anthropology especially Prehistory. Course objective # 1, 4; Assignments A, B
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Term paper, written reports, and weekly assignments on topics in Anthropology and Prehistory. Course objective # 7; Assignments B, C

Changed	Questions	Current Version	Proposed Version
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	The written reports, paper based on fieldwork and research. The written reports and papers utilize MLA format in writing the essay, citing sources and bibliography (Course objective # 6, 7; Assignments C)
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Written responses to articles read, current issues, or topics researched, assignments, discussion and problem solving in class; short answers and essay questions. All of the above achieve the learning outcome (Course objective # 6, 7; Assignments C)
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	In class discussion; individual and small group presentations of assigned readings from texts and articles; field reports; preparation of exhibits for displays. All of the above give students the opportunity to achieve the learning outcome.(Course objective # 8; Assignments C, D

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

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	<p>Students apply and practice a multi disciplinary approach, scientific methods, techniques and procedures used by anthropologists to understand human behavior and cultural diversity</p> <p>Course Outline A: - Recognize anthropology as a multifaceted discipline and identify the interrelationships between its subdisciplines including biological, cultural, archaeology, linguistics and applied anthropology.</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.)	No Value	<p>Students work collaboratively on written assignments, work together on critical thinking questions, group presentation and written projects</p> <p>Course Outline E, Differentiate between paleontological, archeological, and geological data, and interpret and assess data from these three major sources of prehistoric evidence</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	<p>Students use critical thinking as they evaluate prehistoric and historic archaeological remains to understand how cultures reflect an adaptation to the environment, practices and behavior. Course Outline F: Identify cultural transformations in human societies along the geologic/archaeological timeline.</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.)	No Value	<p>The course material incorporates contributions of diverse scientists, ethnographers and archaeologists from different cultural backgrounds and gender (over all places and times) to understand human beliefs, behavior and cultural practices. Course Outline B Evaluate the historical development of anthropology</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.)	No Value	<p>Students study archaeological record worldwide in a spatial and a temporal context. This perspective leads them to see the underlying similarities between prehistoric and historic cultures and get a deeper understanding of themselves. Course Outline G Use the conceptual perspective of prehistory to evaluate on-going cultural transformation and discuss the future of humanity</p>

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	Students critically evaluate and apply the methods and theories of archaeology and anthropology to their life and communities and current issues facing humanity. Course Outline H: Develop the role and responsibility of archaeology and archaeologists in the modern world.

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					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			4/9/25	MatrixObjectives A	1&2	Required	briefly summarize the area referenced.	Y
	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)	ANTH 004	ANTH 004	
	Course Status	Non-substantial	Non-substantial	
	Course Characteristics	NA	NA	
	Cross-Listed/Related Course Information	NA	NA	

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	02/05/2019	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ANTHD004.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jan 15, 2019 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM

Changed	Field	Current Version
	Course Control Number	CCC000041185

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

Summary of Changes	
Section	Changed field

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">Ameeta Tiwana
	Course ID (CB01A and CB01B)	ANTHD006.	ANTHD006.
	Course Control Number	CCC000118164	CCC000118164
	Course Title (CB02)	Linguistic Anthropology	Linguistic Anthropology
	Short Course Title	LINGUISTIC ANTHROPOLOGY	LINGUISTIC ANTHROPOLOGY
	TOP Code (CB03)	2202.00	2202.00 Anthropology
	CIP Code	Anthropology.	45.0201 Anthropology.
	Department	ANTH - Anthropology	ANTH - Anthropology
	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	A cross-cultural investigation into the relationship between language and culture: language as a human attribute; language structure, historical origins, diversification, and change; gender and cultural variations in language usage; comparative analysis and classification of world languages; the origins and development of writing; microelectronics and the advent of the information age; globalization and language.	A- Students will engage in a cross-cultural investigation into the relationship between language and culture- <u>culture. They will evaluate language as a human attribute; language structure, structure - its</u> historical origins, diversification, and change; gender and cultural variations in language usage; comparative analysis and classification of world languages; the origins and development of writing; microelectronics and the advent of the information age; globalization and language.
	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"> • Anthropology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - ANTHROPOLOGY

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 preparation requirement in the discipline of anthropology for both CSU and UC. It meets a general education requirement for De Anza and Cal-GETC. Anthropology has four major subfields and this course is an introduction to one of them, which is linguistic anthropology.	This course is a major preparation requirement in the discipline of anthropology for both CSU and UC. It meets a general education requirement for De Anza and Cal-GETC. Anthropology has four major subfields and this course is an introduction to one of them, which is linguistic anthropology.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed

Field

Current Version

Proposed Version

Is this an
honors/non-
honors
course?

No

No

Mirrored Credit/Noncredit Course

Changed

Field

Current Version

Proposed Version



Is this a
mirrored
credit/noncredit
course?

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

~~Yes - don't forget to duplicate the
revisions in the mirrored
credit/noncredit course~~ No

Cross-listed Course

Changed

Field

Current Version

Proposed Version

Is this a cross-
listed course?

No

No

Foothill Equivalency

Changed

Field

Current Version

Proposed Version

Foothill
Faculty
Consultation
Name

No value

Foothill
Course ID

No value

Does the
course have a
Foothill
equivalent?

No


No

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

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

Associated Programs			
Changed	Field	Current Version	Proposed Version

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

Changed	Field	Current Version	Proposed Version												
GE Information		<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">ANTH - Approved.</td></tr><tr><td>-</td><td>C-ID ANTH 130</td></tr></table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none">ANTH - Approved.	-	C-ID ANTH 130	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">ANTH - Approved.</td></tr><tr><td>-</td><td>C-ID ANTH 130</td></tr></table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none">ANTH - Approved.	-	C-ID ANTH 130
	System/Institution	C-ID													
	Area(s)	<ul style="list-style-type: none">ANTH - Approved.													
	-	C-ID ANTH 130													
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	-	C-ID ANTH 130													
		<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">CA4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">CA4X - Approved.	-	No value
	System/Institution	Cal-GETC													
Area(s)	<ul style="list-style-type: none">CA4X - Approved.														
-	No value														
System/Institution	Cal-GETC														
Area(s)	<ul style="list-style-type: none">CA4X - Approved.														
-	No value														
	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">2G4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">2G4X - Approved.	-	No value	
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none">2G4X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none">2G4X - Approved.														
-	No value														

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

Credit / Non-Credit Options			
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

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

Credit Units

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

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

Specifications			

Methods of Instruction**Methods of Instruction**

Methods of Instruction

Lecture with power points and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Collaborative learning and small group exercises
Homework and extended projects
Lecture and visual aids
Weekly Small group discussions of critical thinking questions
Guest speakers
Collaborative projects

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
Discussion and problem-solving performed in class
Discussion of assigned reading
Field observation and field trips
Guest speakers
Homework and extended projects
In-class essays
In-class exploration of internet sites
Lecture and visual aids
Quiz and examination review performed in class
Field research experience which involves students in formal exercises of data collection and analysis
Laboratory and field observation involving data collection and analysis
Preparations of museum exhibits

Assignments

1. Reading

1. Assigned readings from required texts and other sources
2. Suggested supplemental readings and journal articles

2. Writing

1. A major group project in which students conducts interviews and participant observation of a given topic (example: gender and language, bilingualism or accent discrimination). Students write a proposal, compose interview questions, and produce the analysis and interpretation of linguistic data.
2. Several individual papers in which the student identifies, analyzes, and evaluates everyday language traits (example: particular phones, accents, grammar and/or semantic domain).
3. Several small group and/or individual exercises of the structure of languages (example: phonetics, phonemics, morphology and syntax) in various cultures (example: Korean, Hindi, English, and Shinziwani).
4. A few small group discussion/writing questions designed to encourage students to think about the reading or key issues (example: English Only Movement, Gender variation in language use)

1. Reading

1. Synthesis of assigned readings from the required texts and other sources
2. Library research for supplemental readings and research projects
3. Internet research for journal articles as a support for laboratory and library research.

2. Writing

1. A major group project in which students conducts interviews and participant observation of a given topic (example: gender and language, bilingualism or accent discrimination). Students write a proposal, compose interview questions, and produce the analysis and interpretation of linguistic data.
2. Several individual papers in which the student identifies, analyzes, and evaluates everyday language traits (example: particular phones, accents, grammar and/or semantic domain).
3. Several small group and/or individual exercises of the structure of languages (example: phonetics, phonemics, morphology and syntax) in various cultures (example: Korean, Hindi, English, and Shinziwani).
4. A few small group discussion/writing questions designed to encourage students to think about the reading or key issues (example:

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

5. A weekly in-class writing assignments of supplemental readings to understand the anthropological analysis of language practices around the world
3. Verbal
 1. Individual and or small group presentations on selected topics of course material.
 2. Small group discussion of course material and in-class debates on topical controversies
4. Fieldwork
 1. Students conduct interviews/participant observation to write a couple of individual papers on relevant topics (example: bilingualism, and nonverbal behavior) and produce the group project.
 2. Students will be informed and trained to follow the proper protocol to deal with human subjects.
5. Preparation of exhibit material: Students will develop an educational exhibit to share findings with other students and communities aspects about Linguistic anthropology

- English Only Movement, Gender variation in language use)
5. A weekly in-class writing assignments of supplemental readings to understand the anthropological analysis of language practices around the world
 3. Verbal
 1. Individual and or small group presentations on selected topics of course material.
 2. Small group discussion of course material and in-class debates on topical controversies
 4. Fieldwork
 1. Students conduct interviews/participant observation to write a couple of individual papers on relevant topics (example: bilingualism, and nonverbal behavior) and produce the group project.
 2. Students will be informed and trained to follow the proper protocol to deal with human subjects.
 5. Preparation of exhibit material: Students will develop an educational exhibit to share findings with other students and communities aspects about Linguistic anthropology

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	<div>Methods of Evaluation</div>	<div>Methods of EvaluationMethods of Evaluation</div>

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Midterm objective and/or essay examinations and comprehensive final, all of which are composed of concept based questions which will require the student to demonstrate the ability to integrate and summarize facts and translate them into fundamental units of knowledge 2. Research paper, and working outline for such project, involving summary, synthesis, and critical analysis of data 3. Short papers assess the students' capability to identify linguistic patterns in everyday life and analyze them with anthropological concepts from the textbook and lecture discussions. 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Midterm objective and/or essay examinations and comprehensive final, all of which are composed of concept based questions which will require the student to demonstrate the ability to integrate and summarize facts and translate them into fundamental units of knowledge 2. Research paper, and working outline for such project, involving summary, synthesis, and critical analysis of data 3. Short papers assess the students' capability to identify linguistic patterns in everyday life and analyze them with anthropological concepts from the textbook and lecture discussions.

Changed	Field	Current Version	Proposed Version
		<p>4. A Group Project based on fieldwork experience, application of anthropological perspectives and collaborative learning</p> <p>5. Participation in and contribution toward classroom discussions and in-class collaborative work</p> <p>6. Individual or group presentations that demonstrate ability to present data and data analysis in a logical engaging oral and visual format.</p> <p>7. Reading responses that demonstrate basic comprehension, critique and synthesis of course reading.</p> <p>8. Display and exhibit material: Students will develop an educational exhibit to share with fellow students and other communities</p>	<p>4. A Group Project based on fieldwork experience, application of anthropological perspectives and collaborative learning</p> <p>5. Participation in and contribution toward classroom discussions and in-class collaborative work</p> <p>6. Individual or group presentations that demonstrate ability to present data and data analysis in a logical engaging oral and visual format.</p> <p>7. Reading responses that demonstrate basic comprehension, critique and synthesis of course reading.</p> <p>8. Display and exhibit material: Students will develop an educational exhibit to share with fellow students and other communities</p>

Changed	Field	Current Version	Proposed Version
		<p>their learning and understanding of Linguistic anthropology. Exhibits will be assessed using questionnaires, surveys, interviews, and or informal conversations.</p>	<p>their learning and understanding of Linguistic anthropology. Exhibits will be assessed using questionnaires, surveys, interviews, and or informal conversations.</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"> • Posters and charts on linguistic structure and Maps 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Posters and charts on linguistic structure and maps

Examples of
Primary Texts and
References

Title	No value
Author	Ahearn, Laura M. Living Language: An Introduction to Linguistic Anthropology. 2nd ed. Wiley-Blackwell, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Blum, Susan D. Making Sense of Language: Readings in Culture and Communication. 3rd ed. Oxford University Press.2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Bonvillain Nancy. Ed. The Routledge Handbook of Linguistic Anthropology. Routledge Taylor and Francis Group. 2016
Publisher	No value

Title	Through the Lens of Cultural Anthropology: Second Edition.
Author	González, Laura Tubelle de. Canada, 2024 (OER).
Publisher	University of Toronto Press, Canada
Date/Edition	2024 (OER) Second edition
ISBN	No value

Title	Language Ideologies: Practice and Theory.
Author	Schieffelin, Bambi B, Kathryn A. Woolard, Paul V. Kroskrity.
Publisher	Oxford University Press, United Kingdom,
Date/Edition	2023
ISBN	No value

Title	The Anthropology of Language: An Introduction to Linguistic Anthropology.
Author	Ottenheimer, Harriet Joseph.
Publisher	Cengage Learning,
Date/Edition	4th ed. 2019.

Changed	Field	Current Version	Proposed Version
		Date/Edition No value	ISBN No value
		ISBN No value	
		Title No value	Title Living Language: An Introduction to Linguistic Anthropology.
		Author Rowe, Bruce M. and Levine, Diane P. 5th ed. A Concise Introduction to Linguistics. Routledge. 2016	Author Ahearn, Laura M.
		Publisher No value	Publisher Wiley-Blackwell,
		Date/Edition No value	Date/Edition 3rd ed. 2021.
		ISBN No value	ISBN No value
		Title No value	Title Language, Culture, and Society An Introduction to Linguistic Anthropology
		Author Ottenheimer, Harriet Joseph. The Anthropology of Language: An Introduction to Linguistic Anthropology. 4th ed. Cengage Learning, 2019.	Author James Stanlaw, Nobuko Adachi
		Publisher No value	Publisher Routledge Taylor and Francis group
		Date/Edition No value	Date/Edition 8th ed., 2025
		ISBN No value	ISBN No value

**Suggested
Reading List**

No value

Reading List Boellstorff, Tom. Coming of Age in Second Life: An Anthropologist Explores the Virtually Human. Princeton, NJ.: Princeton University Press, 2008.

May include, but are not limited to No value

Reading List Bonvillain, Nancy. Language, Culture, and Communication: The Meaning of Messages. 6th ed. Boston: Prentice Hall, 2013.

May include, but are not limited to No value

Reading List Bourdieu, Pierre. Language and Symbolic Power, Edited by John Thompson and Translated by Gino Raymond, Matthew Adamson. Cambridge, Harvard University Press, 1991.

May include, but are not limited to No value

Reading List Cameron, Deborah.
Good to Talk? Living and
Working in a
Communication Culture.
Sage Publication Ltd.; 1
edition, 2000

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

Reading List Crystal, David. English
as a Global Language;
Cambridge University
Press; 2nd edition; 2003

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

Reading List Duranti, Alessandro, ed.
Linguistic Anthropology:
A Reader. West Sussex,
UK.: Wiley-Blackwell,
2009

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

Reading List Egbokhare, F. & C. Kolawole (eds.) Globalization and the Future of African Languages; Ibadan Cultural Studies Group; 2006

May include, but are not limited to No value

Reading List Heller, Monica Linguistic Minorities and Modernity: A Sociolinguistic Ethnography; Continuum International Publishing Group; 2nd. Edition 2007

May include, but are not limited to No value

Reading List Heritage, John and Douglas W. Maynard. Communication in Medical Care: Interaction between Primary Care Physicians and Patients. Cambridge: Cambridge University Press, 2006.

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May include, but are not limited to No value

Reading List Ibrahim, Zeinab. Linguistics in an Age of Globalization: Perspectives on Arabic Language Teaching; American University of Cairo; 2008

May include, but are not limited to No value

Reading List Lakoff, Robin "The Language War" Berkeley: University of California, 2000

May include, but are not limited to No value

Reading List Mar-Molinero, Clare & Miranda Stewart (eds.) Globalization and Language in the Spanish Speaking World: Macro and Micro Perspectives (Language and Globalization). Palgrave Macmillan; 2006

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Proposed Version

May include, but are not limited to No value

Reading List Marsh, Jackie. Popular Culture, New Media and Digital Literacy in Early Childhood. New York: RoutledgeFalmer, 2005.

May include, but are not limited to No value

Reading List Morgan, Marcyliena. "'Nuthin' but a G Thang': Grammar and Language Ideology in Hip Hop Identity" Sociocultural and Historical Contexts of African American English. Ed. S.L. Lanehart. Amsterdam and Philadelphia: John Benjamins, 2001.

May include, but are not limited to No value

Reading List Nettle, d. & s. Romaine. Vanishing Voices: the Extinction of World's Languages; Oxford University Press 2002

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Poster, Mark. Information Please: Culture and Politics in the Age of Digital Machines. Duke University Press, 2006</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Reyes, Angela and Adrienne Lo. Beyond Yellow English: Toward a Linguistic Anthropology of Asian Pacific America. Oxford, UK: Oxford University Press, 2009</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Sakel, Jeanette and Daniel L. Everett. Linguistic Fieldwork: A Student Guide. Cambridge: Cambridge University Press, 2012.</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>Wallman, Joel. Aping Language. Cambridge: Cambridge University Press, 2011.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Wardhaugh, Ronald. An Introduction to Sociolinguistics, 6thed. Malden, MA: Blackwell, 2010.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Wharry, Cheryl. "Amen and Hallelujah Preaching: Discourse Functions in African American Sermons." Language in Society Cambridge: Cambridge University Press, 2003.</p>	

May include, but are not limited to No value

Reading List Zentella, Ana Celia. "Latin@ Languages and Identities" Latinos: Remaking America. Ed. M.M. Suarez-Orozco and M. M. Paez. Berkeley, CA: University of California Press, 2009

May include, but are not limited to No value

Reading List Anthropological Linguistics

May include, but are not limited to No value

Reading List American Anthropologist

May include, but are not limited to No value

Reading List International Journal of American Linguistics

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

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Recognize the immense scope of the multi-faceted discipline of anthropology and explain the relationships between its basic areas of inquiry: physical anthropology, cultural anthropology, archeology/prehistory, and linguistic anthropology. • Assess the historical development of anthropology as a western academic discipline, giving particular attention to the significant contributions and perspectives of women, minority, and non-Western linguistic anthropologists • Examine the conceptual framework of an anthropological study, identifying the crucial distinction between ethnocentrism and the practice of cultural relativism, particularly as applied to the study of language and culture • Evaluate language and language assisted systems of thought as unique human attributes by examining the physiological basis of language and by contrasting the nature of human communication to that of other primates • Assess the importance of culture both in the acquisition of language and in the shaping of the mind and thought by studying the stages of early childhood language learning and the development of self-awareness • Analyze the structure of language as a distinctive system of symbolic communication and compare its phonemic, morphemic, and syntactical components from a cross-cultural perspective 	<ul style="list-style-type: none"> • Recognize the immense scope of the multi-faceted discipline of anthropology and explain the relationships between its basic areas of inquiry: physical anthropology, cultural anthropology, archeology/prehistory, and linguistic anthropology. • Assess the historical development of anthropology as a western academic discipline, giving particular attention to the significant contributions and perspectives of women, minority, and non-Western linguistic anthropologists • Examine the conceptual framework of an anthropological study, identifying the crucial distinction between ethnocentrism and the practice of cultural relativism, particularly as applied to the study of language and culture • Evaluate language and language assisted systems of thought as unique human attributes by examining the physiological basis of language and by contrasting the nature of human communication to that of other primates • Assess the importance of culture both in the acquisition of language and in the shaping of the mind and thought by studying the stages of early childhood language learning and the development of self-awareness • Analyze the structure of language as a distinctive system of symbolic communication and compare its phonemic, morphemic, and syntactical components from a cross-cultural perspective

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| <ul style="list-style-type: none">• Analyze the socio-cultural inequality in stratified societies as evidenced by the variation in the societal evaluation of different language-use patterns based on gender, class, race, and ethnicity• Examine the origin and evolution of a variety of language families through the method of glottochronology utilizing historical linguistic data to obtain clues to culture history• Understand the essential variance between non-written and written languages by comparing their different learning styles, cognitive emphases, and degree of cultural conservatism• Examine the historical origins and development of writing, literacy as a marker of civilization, and the importance of writing in the hierarchy of state societies• Evaluate the revolutionary economic, political, and social impact of computer technology as it relates language use in the information age• Examine the impact of globalization on world languages: whether globalization means Englishization, or, whether it is more likely to lead to an increase in individual and societal multilingualism, and the preservation/revival of currently endangered languages. | <ul style="list-style-type: none">• Analyze the socio-cultural inequality in stratified societies as evidenced by the variation in the societal evaluation of different language-use patterns based on gender, class, race, and ethnicity• Examine the origin and evolution of a variety of language families through the method of glottochronology utilizing historical linguistic data to obtain clues to culture history• Understand the essential variance between non-written and written languages by comparing their different learning styles, cognitive emphases, and degree of cultural conservatism• Examine the historical origins and development of writing, literacy as a marker of civilization, and the importance of writing in the hierarchy of state societies• Evaluate the revolutionary economic, political, and social impact of computer technology as it relates language use in the information age• Examine the impact of globalization on world languages: whether globalization means Englishization, or, whether it is more likely to lead to an increase in individual and societal multilingualism, and the preservation/revival of currently endangered languages. |
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CSLOs

CSLOs

Evaluate value of each different language and dialect, and its relationship to different cultural backgrounds, in which social conflicts and stereotypes are often originated from misunderstanding different rules of language practice even when using the same language.

**Expected
SLO
Performance**

0.0

CSLOs

Evaluate value of each different language and dialect, and its relationship to different cultural backgrounds, in which social conflicts and stereotypes are often originated from misunderstanding different rules of language practice even when using the same language.

**Expected
SLO
Performance**

0.0

CSLOs

Analyze different sound systems of different languages which make non-native speakers speak foreign languages with accents.

**Expected
SLO
Performance**

0.0

CSLOs

Analyze different sound systems of different languages which make non-native speakers speak foreign languages with accents.

**Expected
SLO
Performance**

0.0

CSLOs

Analyze patterns of linguistic change by investigating historical changes in different languages.

**Expected
SLO
Performance**

0.0

CSLOs

Analyze patterns of linguistic change by investigating historical changes in different languages.

**Expected
SLO
Performance**

0.0

Changed	Field	Current Version	Proposed Version
		CSLOs Demonstrate the ability to analyze languages in social and cultural contexts, to build a lot of verbal and nonverbal characteristics to illustrate cultural uniqueness.	CSLOs Demonstrate the ability to analyze languages in social and cultural contexts, to build a lot of verbal and nonverbal characteristics to illustrate cultural uniqueness.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Demonstrate the similarities and differences in various linguistic practices and its relevance to anthropological concepts.	CSLOs Demonstrate the similarities and differences in various linguistic practices and its relevance to anthropological concepts.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline
<div></div>

**Course
Content**

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| <ol style="list-style-type: none"> 1. Recognize the immense scope of the multi-faceted discipline of anthropology and explain the relationships between its basic areas of inquiry: physical anthropology, cultural anthropology, archeology/prehistory, and linguistic anthropology. <ol style="list-style-type: none"> 1. Evaluate anthropology as both a scientific and a humanistic discipline. 2. Examine the five major branches of anthropology with their respective subfields. 3. Learn how to become an anthropologist through the technique of participant observation. 2. Assess the historical development of anthropology as a western academic discipline, giving particular attention to the significant contributions and perspectives of women, minority, and non-Western linguistic anthropologists <ol style="list-style-type: none"> 1. Examine the discipline as part of the western academic tradition, and identify the contributions of early male, female, and African American anthropologists 2. Evaluate the work of anthropologists such as Boas, Sapir, and Whorf in establishing the close connection between language and culture 3. Examine the perspective of women linguistic anthropologists 4. Recognize the increasing contributions by linguistic anthropologists who are people of color and/or are | <ol style="list-style-type: none"> 1. Recognize the immense scope of the multi-faceted discipline of anthropology and explain the relationships between its basic areas of inquiry: physical anthropology, cultural anthropology, archeology/prehistory, and linguistic anthropology. <ol style="list-style-type: none"> 1. Evaluate anthropology as both a scientific and a humanistic discipline. 2. Examine the five major branches of anthropology with their respective subfields. 3. Learn how to become an anthropologist through the technique of participant observation. 2. Assess the historical development of anthropology as a western academic discipline, giving particular attention to the significant contributions and perspectives of women, minority, and non-Western linguistic anthropologists <ol style="list-style-type: none"> 1. Examine the discipline as part of the western academic tradition, and identify the contributions of early male, female, and African American anthropologists 2. Evaluate the work of anthropologists such as Boas, Sapir, and Whorf in establishing the close connection between language and culture 3. Examine the perspective of women linguistic anthropologists 4. Recognize the increasing contributions by linguistic anthropologists who are people of color and/or are | <ol style="list-style-type: none"> 1. Recognize the immense scope of the multi-faceted discipline of anthropology and explain the relationships between its basic areas of inquiry: physical anthropology, cultural anthropology, archeology/prehistory, and linguistic anthropology. <ol style="list-style-type: none"> 1. Evaluate anthropology as both a scientific and a humanistic discipline. 2. Examine the five major branches of anthropology with their respective subfields. 3. Learn how to become an anthropologist through the technique of participant observation. 2. Assess the historical development of anthropology as a western academic discipline, giving particular attention to the significant contributions and perspectives of women, minority, and non-Western linguistic anthropologists <ol style="list-style-type: none"> 1. Examine the discipline as part of the western academic tradition, and identify the contributions of early male, female, and African American anthropologists 2. Evaluate the work of anthropologists such as Boas, Sapir, and Whorf in establishing the close connection between language and culture 3. Examine the perspective of women linguistic anthropologists 4. Recognize the increasing contributions by linguistic anthropologists who are people of color and/or are |
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| <p>from the non-western world</p> <p>3. Examine the conceptual framework of an anthropological study, identifying the crucial distinction between ethnocentrism and the practice of cultural relativism, particularly as applied to the study of language and culture</p> <ol style="list-style-type: none"> 1. Examine anthropology as a way of thinking, with a world view that is cognizant of the validity of all cultures 2. Recognize the realities of ethnocentrism leading to racism and intolerance, and as a political weapon for discrimination 3. Adopt the practice of cultural relativism as a hallmark of anthropological perspective 4. Study languages and cultures holistically, evaluating each component in the context of the whole <p>4. Evaluate language and language assisted systems of thought as unique human attributes by examining the physiological basis of language and by contrasting the nature of human communication to that of other primates</p> <ol style="list-style-type: none"> 1. Identify the physiological basis of symbolic communication (oral cavity, larynx, and brain structure) 2. Examine the 15 unique features of human speech such as arbitrariness, productivity, displacement, multi modality, etc. | <p>from the non-western world</p> <p>3. Examine the conceptual framework of an anthropological study, identifying the crucial distinction between ethnocentrism and the practice of cultural relativism, particularly as applied to the study of language and culture</p> <ol style="list-style-type: none"> 1. Examine anthropology as a way of thinking, with a world view that is cognizant of the validity of all cultures 2. Recognize the realities of ethnocentrism leading to racism and intolerance, and as a political weapon for discrimination 3. Adopt the practice of cultural relativism as a hallmark of anthropological perspective 4. Study languages and cultures holistically, evaluating each component in the context of the whole <p>4. Evaluate language and language assisted systems of thought as unique human attributes by examining the physiological basis of language and by contrasting the nature of human communication to that of other primates</p> <ol style="list-style-type: none"> 1. Identify the physiological basis of symbolic communication (oral cavity, larynx, and brain structure) 2. Examine the 15 unique features of human speech such as arbitrariness, productivity, displacement, multi modality, etc. |
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| <p>3. Compare non-human primate communication in nature and in laboratory conditions to human communication patterns</p> <p>5. Assess the importance of culture both in the acquisition of language and in the shaping of the mind and thought by studying the stages of early childhood language learning and the development of self-awareness</p> <p>1. Identify the processes of language acquisition in early childhood including babbling, holophrastic phase, intonation, and two-word sentences</p> <p>2. Analyze the development of self-awareness as well as of societal awareness</p> <p>3. Examine the effects of social and cultural isolation upon the learning of language in case studies on feral children</p> <p>4. Evaluate the effects of immigration, dislocation, and cultural dynamics in becoming bilingual or multilingual</p> <p>6. Analyze the structure of language as a distinctive system of symbolic communication and compare its phonemic, morphemic, and syntactical components from a cross-cultural perspective</p> <p>1. Examine the basics of phonology: understanding language as sound by comparing phonemic systems cross-culturally (examples: Assyrian, Navajo, Mandarin, French)</p> <p>2. Examine the basics of morphology:</p> | <p>3. Compare non-human primate communication in nature and in laboratory conditions to human communication patterns</p> <p>5. Assess the importance of culture both in the acquisition of language and in the shaping of the mind and thought by studying the stages of early childhood language learning and the development of self-awareness</p> <p>1. Identify the processes of language acquisition in early childhood including babbling, holophrastic phase, intonation, and two-word sentences</p> <p>2. Analyze the development of self-awareness as well as of societal awareness</p> <p>3. Examine the effects of social and cultural isolation upon the learning of language in case studies on feral children</p> <p>4. Evaluate the effects of immigration, dislocation, and cultural dynamics in becoming bilingual or multilingual</p> <p>6. Analyze the structure of language as a distinctive system of symbolic communication and compare its phonemic, morphemic, and syntactical components from a cross-cultural perspective</p> <p>1. Examine the basics of phonology: understanding language as sound by comparing phonemic systems cross-culturally (examples: Assyrian, Navajo, Mandarin, French)</p> <p>2. Examine the basics of morphology:</p> |
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Changed Field**Current Version****Proposed Version**

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| <p>understanding language as meaningful units of sound sequences by comparing morphemic systems cross-culturally (examples: Arabic, Tagalog, Vietnamese, Ethiopian)</p> <p>3. Examine how languages are organized through sentences and their transformations by comparing syntactical systems cross-culturally (examples: Russian, Semitic, Hopi, Maori)</p> <p>7. Analyze the socio-cultural inequality in stratified societies as evidenced by the variation in the societal evaluation of different language-use patterns based on gender, class, race, and ethnicity</p> <p>1. Discuss variation in speech patterns and non-verbal communication between men and women, as seen both within a given society (examples: USA, Iran) and between societies (examples: Iroquois, Zimbabwe, India)</p> <p>2. Examine dialect variations in speech communities as a result of class and/or race distinctions and inter-class and/or race relationships (examples: upper-class British English compared to Cockney English, standard American English compared to African American Vernacular English)</p> <p>3. Analyze the ethnography of communication, that is, the ways people use</p> | <p>understanding language as meaningful units of sound sequences by comparing morphemic systems cross-culturally (examples: Arabic, Tagalog, Vietnamese, Ethiopian)</p> <p>3. Examine how languages are organized through sentences and their transformations by comparing syntactical systems cross-culturally (examples: Russian, Semitic, Hopi, Maori)</p> <p>7. Analyze the socio-cultural inequality in stratified societies as evidenced by the variation in the societal evaluation of different language-use patterns based on gender, class, race, and ethnicity</p> <p>1. Discuss variation in speech patterns and non-verbal communication between men and women, as seen both within a given society (examples: USA, Iran) and between societies (examples: Iroquois, Zimbabwe, India)</p> <p>2. Examine dialect variations in speech communities as a result of class and/or race distinctions and inter-class and/or race relationships (examples: upper-class British English compared to Cockney English, standard American English compared to African American Vernacular English)</p> <p>3. Analyze the ethnography of communication, that is, the ways people use</p> |
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Changed Field**Current Version****Proposed Version**

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|---------------|--|--|
| | language in real situations to achieve communicative goals with people of different gender, race, and ethnic affiliation. | language in real situations to achieve communicative goals with people of different gender, race, and ethnic affiliation. |
| | 4. Understand linguistic hierarchy in a speech community and how each varied speech pattern serves as a social privilege (example: British accent in USA) or stigma (example: southern accent in USA). | 4. Understand linguistic hierarchy in a speech community and how each varied speech pattern serves as a social privilege (example: British accent in USA) or stigma (example: southern accent in USA). |
| | 8. Examine the origin and evolution of a variety of language families through the method of glottochronology utilizing historical linguistic data to obtain clues to culture history | 8. Examine the origin and evolution of a variety of language families through the method of glottochronology utilizing historical linguistic data to obtain clues to culture history |
| | 1. Discuss the origin and diversification of languages as revealed through the method of glottochronology (examples: Indo-European, Algonkian, and Bantu language families) | 1. Discuss the origin and diversification of languages as revealed through the method of glottochronology (examples: Indo-European, Algonkian, and Bantu language families) |
| | 2. Assess the contemporary classification of world languages as based on glottochronology (example: the controversy over the relationship of Native American languages to the other world language families) | 2. Assess the contemporary classification of world languages as based on glottochronology (example: the controversy over the relationship of Native American languages to the other world language families) |
| | 3. Examine linguistic change due to culture contact and cross-cultural borrowing (examples: French, German, and English; Native American languages and English) | 3. Examine linguistic change due to culture contact and cross-cultural borrowing (examples: French, German, and English; Native American languages and English) |
| | 4. Understand the creation of pidgin and Creole languages under the impact of trade and colonialism (examples: | 4. Understand the creation of pidgin and Creole languages under the impact of trade and colonialism (examples: |

South Pacific, Southern US)	South Pacific, Southern US)
<p>9. Understand the essential variance between non-written and written languages by comparing their different learning styles, cognitive emphases, and degree of cultural conservatism</p> <ol style="list-style-type: none"> 1. Examine learning styles and cognitive emphases in non-written languages, with their focus on oral facility, memory skills, and the importance of memorization in generating and maintaining knowledge (examples: Aborigine, Polynesian, Yanomamo) 2. Examine learning styles and cognitive emphases in languages which have a written form, with their focus on writing facility, reading skills, and the importance of literacy in generating and maintaining knowledge (example: Maya, China, USA) 3. Assess the contrast in degree of cultural conservatism vs. rate of cultural change in societies with non-written languages (example Mbuti, Haida) and those with written languages (example: Mesopotamia, Japan) 	<p>9. Understand the essential variance between non-written and written languages by comparing their different learning styles, cognitive emphases, and degree of cultural conservatism</p> <ol style="list-style-type: none"> 1. Examine learning styles and cognitive emphases in non-written languages, with their focus on oral facility, memory skills, and the importance of memorization in generating and maintaining knowledge (examples: Aborigine, Polynesian, Yanomamo) 2. Examine learning styles and cognitive emphases in languages which have a written form, with their focus on writing facility, reading skills, and the importance of literacy in generating and maintaining knowledge (example: Maya, China, USA) 3. Assess the contrast in degree of cultural conservatism vs. rate of cultural change in societies with non-written languages (example Mbuti, Haida) and those with written languages (example: Mesopotamia, Japan)
<p>10. Examine the historical origins and development of writing, literacy as a marker of civilization, and the importance of writing in the hierarchy of state societies</p> <ol style="list-style-type: none"> 1. Recognize paleolithic origins of writing in 	<p>10. Examine the historical origins and development of writing, literacy as a marker of civilization, and the importance of writing in the hierarchy of state societies</p> <ol style="list-style-type: none"> 1. Recognize paleolithic origins of writing in

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

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| <p>pictographs, including drawings and the use of marks for counts and tallies.</p> <p>2. Understand the invention and development of writing systems, such as the logographic tradition (example: China); syllabic writing (example: Hittite); and alphabetic script (example: Greek and Latin)</p> <p>3. Analyze writing as a product of politically complex centralized societies, serving commercial interests first, and intimately associated with the hierarchies of both religious and political institutions.</p> <p>4. Evaluate literacy as a marker of civilization and a forerunner of social change.</p> <p>11. Evaluate the revolutionary economic, political, and social impact of computer technology as it relates language use in the information age</p> <p>1. Evaluate the role of the computer industry in a global economy.</p> <p>2. Examine the impact of high tech on international politics: cyber warfare and its implications</p> <p>3. Analyze the social impact of the microelectronic industry: the virtual reality of the Net (example: virtual playgrounds for children); computerized entertainment (example: video games, porn sites); interpersonal relations via the Net (example: chat rooms, computer dating)</p> | <p>pictographs, including drawings and the use of marks for counts and tallies.</p> <p>2. Understand the invention and development of writing systems, such as the logographic tradition (example: China); syllabic writing (example: Hittite); and alphabetic script (example: Greek and Latin)</p> <p>3. Analyze writing as a product of politically complex centralized societies, serving commercial interests first, and intimately associated with the hierarchies of both religious and political institutions.</p> <p>4. Evaluate literacy as a marker of civilization and a forerunner of social change.</p> <p>11. Evaluate the revolutionary economic, political, and social impact of computer technology as it relates language use in the information age</p> <p>1. Evaluate the role of the computer industry in a global economy.</p> <p>2. Examine the impact of high tech on international politics: cyber warfare and its implications</p> <p>3. Analyze the social impact of the microelectronic industry: the virtual reality of the Net (example: virtual playgrounds for children); computerized entertainment (example: video games, porn sites); interpersonal relations via the Net (example: chat rooms, computer dating)</p> |
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| <p>4. Assess the impact of the cyber space upon the individual: how one learns, works, and how one lives</p> <p>12. Examine the impact of globalization on world languages: whether globalization means Englishization, or, whether it is more likely to lead to an increase in individual and societal multilingualism, and the preservation/revival of currently endangered languages.</p> <p>1. Examine the impact of English as an international lingua franca, marginalization of national languages, and coping with the dilemma of language as a symbol of national identity.</p> <p>2. Assess the rise of global languages and their impact on minority and endangered languages</p> <p>3. Evaluate the role of global languages in redefining social relations (class, gender, and power): increasing the gap in a society between those who have access to global communication networks and those who do not</p> <p>4. Examine the interaction between language and worldview, example, Englishization and the export of western worldview encoded in English language, its modes of expression and grammatical constructs</p> <p>5. Discuss the development of medialects via chat</p> | <p>4. Assess the impact of the cyber space upon the individual: how one learns, works, and how one lives</p> <p>12. Examine the impact of globalization on world languages: whether globalization means Englishization, or, whether it is more likely to lead to an increase in individual and societal multilingualism, and the preservation/revival of currently endangered languages.</p> <p>1. Examine the impact of English as an international lingua franca, marginalization of national languages, and coping with the dilemma of language as a symbol of national identity.</p> <p>2. Assess the rise of global languages and their impact on minority and endangered languages</p> <p>3. Evaluate the role of global languages in redefining social relations (class, gender, and power): increasing the gap in a society between those who have access to global communication networks and those who do not</p> <p>4. Examine the interaction between language and worldview, example, Englishization and the export of western worldview encoded in English language, its modes of expression and grammatical constructs</p> <p>5. Discuss the development of medialects via chat</p> |
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Changed	Field	Current Version	Proposed Version
		rooms, text messaging, and so forth	rooms, text messaging, and so forth
		6. Appreciate linguistic hybridization as a new form of communication such as Spanglish, Chinglish (Chinese English), and so forth	6. Appreciate linguistic hybridization as a new form of communication such as Spanglish, Chinglish (Chinese English), and so forth
		7. Critically examine the interaction between language, globalization, and diaspora. Global communication providing a nexus of connectivity between Diaspora and homeland via satellite access to national media as well as local community ethnic channels. Use of internet for personal and family networking	7. Critically examine the interaction between language, globalization, and diaspora. Global communication providing a nexus of connectivity between Diaspora and homeland via satellite access to national media as well as local community ethnic channels. Use of internet for personal and family networking
		8. Assess media as an instrument of standardization and Englishization: World Wide Web (WWW, where in the year 2000, 68.4% of all websites were in English)	8. Assess media as an instrument of standardization and Englishization: World Wide Web (WWW, where in the year 2000, 68.4% of all websites were in English)
		9. Analyze the intrusion on native language use by the development of mediated communication where turn taking, linguistic markers of time, space, actors and sentence structure are dictated by metalanguages	9. Analyze the intrusion on native language use by the development of mediated communication where turn taking, linguistic markers of time, space, actors and sentence structure are dictated by metalanguages
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Readings from scientists of diverse backgrounds about current and debates in the field of anthropology especially Linguistics. Course objective # 1, 2; Assignments A, C
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Term paper, written reports, weekly assignments on topics in Linguistic anthropology. Course objective # 3, 5; Assignments A, B

Changed	Questions	Current Version	Proposed Version
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	The written reports, paper based on fieldwork and research. The written reports and papers utilize MLA format in writing the essay, citing sources and bibliography (Course objective # 5, 7; Assignments B, D)
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Written responses to articles read, current issues, or topics researched, assignments, discussion and problem solving in class; short answers and essay questions. All of the above achieve the learning outcome (Course objective # 6, 7; Assignments B, D)
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	In class discussion; individual and small group presentations of assigned readings from texts and articles; field reports; preparation of exhibits for displays. All of the above give students the opportunity to achieve the learning outcome.(Course objective # 11, 12; Assignments B, D, E)

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

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	<p>Students apply and practice a multi disciplinary approach, scientific methods, techniques and procedures used by anthropologists to understand human behavior and cultural diversity.</p> <p>Course Outline A: Recognize the immense scope of the multi-faceted discipline of anthropology and explain the relationships between its basic areas of inquiry: physical anthropology, cultural anthropology, archeology/prehistory, and linguistic anthropology.</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.)	No Value	<p>Students work collaboratively on written assignments, work together on critical thinking questions, group presentation and written projects</p> <p>Course Outline C: Examine the conceptual framework of an anthropological study, identifying the crucial distinction between ethnocentrism and the practice of cultural relativism, particularly as applied to the study of language and culture</p>

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Students use critical thinking as they participate in fieldwork, activities and exercises that explore linguistic, diversity, practices and behavior. Course Outline F: Analyze the structure of language as a distinctive system of symbolic communication and compare its phonemic, morphemic, and syntactical components from a cross-cultural perspective .</p>
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>The course material incorporates contributions of diverse scientists. and ethnographers from different cultural backgrounds and gender (over all places and times) to understand human beliefs, behavior and cultural practices. Course Outline B Assess the historical development of anthropology as a western academic discipline, giving particular attention to the significant contributions and perspectives of women, minority, and non-Western linguistic anthropologists</p>
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Students study languages worldwide in a spatial and a temporal context. This perspective leads them to see the underlying similarities between linguistic patterns and get a deeper understanding of language and culture. Course Outline L: Examine the impact of globalization on world languages: whether globalization means Englishization, or, whether it is more likely to lead to an increase in individual and societal multilingualism, and the preservation/revival of currently endangered languages.</p>

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	Students critically evaluate and apply the methods and theories of linguistic anthropology to their life and communities and current issues facing us today. Course Outline K: Evaluate the revolutionary economic, political, and social impact of computer technology as it relates to language use in the information age.

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					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			4/9/25	MatrixObjectives A	1&2	Required	briefly summarize the area referenced.	Y
	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)	ANTH 006		ANTH 006
	Course Status	Non-substantial		Non-substantial
	Course Characteristics	NA		NA
	Cross-Listed/Related Course Information	NA		NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ANTHD006.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jan 15, 2019 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM

Changed	Field	Current Version
	Course Control Number	CCC000118164

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

De Anza College

Change Report

04/04/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Advisory(ies) - Other:
C-Matrix Form	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.
C-Matrix Form	Objective 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.
C-Matrix Form	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

Section**Changed field**

C-Matrix Form

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

Comments



Stage 3: Division Curriculum Representative

Course Justification




Course Justification

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Shameka Walker 	<ul style="list-style-type: none"> Abeer Alameer Pape, Mary
	Course ID (CB01A and CB01B)	CISD006.	CISD006.
	Course Control Number	CCC000005036	CCC000005036
	Course Title (CB02)	Introduction to Data Communication and Networking	Introduction to Data Communication and Networking
	Short Course Title	INTRO DATA COM/NTWRKNG	INTRO DATA COM/NTWRKNG
	TOP Code (CB03)	0707.10	0707.10 Computer Programming
	CIP Code	Computer Programming/Programmer, General	11.0201 Computer Programming/Programmer, General
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Concepts of communication, data communications, and networks. Overview of connectivity options, common protocols, local and wide area networks.	Concepts- <u>This course provides a comprehensive introduction to the fundamental concepts of communication, data communications, and networks. Overview- networking. It offers an overview of connectivity options, common protocols, local protocols used in network communication and defines and contrasts local area networks (LANs) versus wide area networks: networks (WANs).</u>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 2	No value	<ul style="list-style-type: none"> Business
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - CIS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly CIS D066.)	(Formerly CIS D066.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course teaches the basics about networking and communicating data across networks. This course is CSU and UC transferable and is a required course for the Network Administration Certificates/Degree.	This <u>CTE</u> course teaches the basics about networking and communicating data across networks. This course is CSU and UC transferable and is a required course for the Network Administration Certificates/Degree . <u>Associate of Arts Degree</u> .

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
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Course is
part of a
program

**Associated
Program** Cybersecurity

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

**Associated
Program** Cybersecurity

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

**Associated
Program** Cybersecurity

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Cybersecurity

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Cybersecurity

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

**Associated
Program** Cybersecurity

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

**Associated
Program** Cybersecurity (In
Development)

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

**Associated
Program** Cybersecurity (In
Development)

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

**Associated
Program** Liberal Arts
(Business and
Computer
Information Systems
Emphasis)

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

**Associated
Program** Liberal Arts
(Business and
Computer
Information Systems
Emphasis)

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

**Associated
Program** Liberal Arts
(Business and
Computer
Information Systems
Emphasis) (In
Development)

**Associated
Program** Liberal Arts
(Business and
Computer
Information Systems
Emphasis) (In
Development)

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 (Science, Math and Engineering Emphasis)	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Network Administration	Associated Program	Network Administration
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Network Administration	Associated Program	Network Administration
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Network Administration	Associated Program	Network Administration
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Network Administration (In Development)	Associated Program	Network Administration (In Development)

Changed	Field	Current Version		Proposed Version	
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Network Administration (In Development)	Associated Program	Network Administration (In Development)
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Network Basics	Associated Program	Network Basics
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Network Programming	Associated Program	Network Programming
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Network Programming	Associated Program	Network Programming
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Network Programming (In Development)	Associated Program	Network Programming (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Network Programming (In Development)	Associated Program	Network Programming (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	Programming in Python	Associated Program	Programming in Python
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Programming in Python (In Development)	Associated Program	Programming in Python (In Development)
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Systems Programming	Associated Program	Systems Programming
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Systems Programming	Associated Program	Systems Programming
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Systems Programming (In Development)	Associated Program	Systems Programming (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>


Credit Units


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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<div> Methods of Instruction </div> <div> Methods of Instruction Lecture and visual aids Discussion of assigned reading Homework and extended projects </div>	<div> Methods of Instruction Methods of Instruction </div> <div> Methods of Instruction Lecture and visual aids Discussion of assigned reading Homework and extended projects </div>
	Assignments	1. Required readings from text 2. 3-4 Homework Assignments or Applets requiring writing descriptions or executing applets requiring synthesis of knowledge of networking topics covered in the course.	1. Required readings from text 2. 3-4 Homework Assignments or Applets requiring writing descriptions or executing applets requiring synthesis of knowledge of networking topics covered in the course.

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	<div>Methods of Evaluation</div>	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div>

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Homework assignments will be graded for correct descriptions of networking technology and/or applet execution demonstrating ability to correctly compare, identify, and/or apply the needed component, protocol, network architecture, or application. 2. One or two mid-term exams involving writing descriptions and/or applet execution demonstrating ability to compare, identify, and/or apply the needed LAN, WAN, and Internet networking technology. 3. A comprehensive final exam involving writing descriptions and/or applet execution demonstrating 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Homework assignments will be graded for correct descriptions of networking technology and/or applet execution demonstrating ability to correctly compare, identify, and/or apply the needed component, protocol, network architecture, or application. Evaluated on correctness and completion. 2. One or two mid-term exams involving writing descriptions and/or applet execution demonstrating ability to compare, identify, and/or apply the needed LAN, WAN, and Internet networking technology. Evaluated on correctness and completion.

Changed	Field	Current Version	Proposed Version
		ability to compare, identify, and/or apply the needed LAN, WAN, and Internet networking technology.	3. A comprehensive final exam involving writing descriptions and/or applet execution demonstrating ability to compare, identify, and/or apply the needed LAN, WAN, and Internet networking technology. Evaluated on correctness and completion.
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • None. 	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • None.

Changed	Field	Current Version	Proposed Version																				
!	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Forouzan, Behrouz. "Data Communications and Networking", 5th Edition, McGraw-Hill, 2012</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Forouzan, Behrouz. "Data Communications and Networking", 5th Edition, McGraw-Hill, 2012	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>"Data Communications and Computer Networks: A Business User's Approach"</td></tr><tr><td>Author</td><td>Curt White</td></tr><tr><td>Publisher</td><td>Cengage</td></tr><tr><td>Date/Edition</td><td>Mar 28, 2022/9th</td></tr><tr><td>ISBN</td><td>978-0357504406</td></tr></table>	Title	"Data Communications and Computer Networks: A Business User's Approach"	Author	Curt White	Publisher	Cengage	Date/Edition	Mar 28, 2022/9th	ISBN	978-0357504406
		Title	No value																				
		Author	Forouzan, Behrouz. "Data Communications and Networking", 5th Edition, McGraw-Hill, 2012																				
		Publisher	No value																				
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		Title	"Data Communications and Computer Networks: A Business User's Approach"																				
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ISBN	978-0357504406																						
<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>White, Curt. "Data Communications and Computer Networks: A Business User's Approach", 8th Edition, Cengage, 2016</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	White, Curt. "Data Communications and Computer Networks: A Business User's Approach", 8th Edition, Cengage, 2016	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Data Communications and Networking with TCP/IP Protocol Suite ISE</td></tr><tr><td>Author</td><td>Behrouz Forouzan</td></tr><tr><td>Publisher</td><td>McGraw Hill</td></tr><tr><td>Date/Edition</td><td>Jan1,2021/6th Edition</td></tr><tr><td>ISBN</td><td>978-1260597820</td></tr></table>	Title	Data Communications and Networking with TCP/IP Protocol Suite ISE	Author	Behrouz Forouzan	Publisher	McGraw Hill	Date/Edition	Jan1,2021/6th Edition	ISBN	978-1260597820		
Title	No value																						
Author	White, Curt. "Data Communications and Computer Networks: A Business User's Approach", 8th Edition, Cengage, 2016																						
Publisher	No value																						
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Publisher	McGraw Hill																						
Date/Edition	Jan1,2021/6th Edition																						
ISBN	978-1260597820																						

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Suggested Reading List

Reading List

None.

May include, but are not limited to

No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Identify major components and application of networking. • Describe the basic network models, and compare and contrast them. • Describe the relation between data and signal and compare and contrast analog and digital signals. • Demonstrate how digital data and analog data can be converted to digital signal. • Demonstrate how digital data and analog data can be converted to analog signal. • Compare and contrast methods of bandwidth utilization such as multiplexing and spread spectrum. • Compare and contrast guided and unguided transmission media. • Compare and contrast different method of switching. • Describe telephone and cable Networks. • Describe different methods used for error detection and correction. • Describe the concepts of data link control such as framing, flow control, and error control. • Describe the rationale for multiple access control and compare and contrast different multiple access methods. • Categorize the architecture of different wired LANs and their applications. • Categorize the architecture of different wireless LANs and their applications. • Compare and contrast different connecting devices and their use in backbone and virtual networks. • Categorize the architecture of different wireless WANs and 	<ul style="list-style-type: none"> • Identify major components and application of networking. • Describe the basic network models, and compare and contrast them. • Describe the relation between data and signal and compare and contrast analog and digital signals. • Demonstrate how digital data and analog data can be converted to digital signal. • Demonstrate how digital data and analog data can be converted to analog signal. • Compare and contrast methods of bandwidth utilization such as multiplexing and spread spectrum. • Compare and contrast guided and unguided transmission media. • Compare and contrast different method of switching. • Describe telephone and cable Networks. • Describe different methods used for error detection and correction. • Describe the concepts of data link control such as framing, flow control, and error control. • Describe the rationale for multiple access control and compare and contrast different multiple access methods. • Categorize the architecture of different wired LANs and their applications. • Categorize the architecture of different wireless LANs and their applications. • Compare and contrast different connecting devices and their use in backbone and virtual networks. • Categorize the architecture of different wireless WANs and

Changed	Field	Current Version	Proposed Version
		their applications. <ul style="list-style-type: none">• Categorize the architecture of SONET network and its use in the Internet backbone.• Describe the architecture of virtual circuit networks such as Frame Relay and ATM.	their applications. <ul style="list-style-type: none">• Categorize the architecture of SONET network and its use in the Internet backbone.• Describe the architecture of virtual circuit networks such as Frame Relay and ATM.
CSLOs			
		<div><div>CSLOs</div><div>Describe the various components, protocols, architectures, and applications of current communication and networking technologies, which are used in LANs, WANs, and the Internet.</div></div>	<div><div>CSLOs</div><div>Describe the various components, protocols, architectures, and applications of current communication and networking technologies, which are used in LANs, WANs, and the Internet.</div></div>
		<div><div>Expected SLO Performance</div><div>0.0</div></div>	<div><div>Expected SLO Performance</div><div>0.0</div></div>
		<div><div>CSLOs</div><div>Define the basic properties of the TCP/IP, local area, wide area, and fiber optic networks.</div></div>	<div><div>CSLOs</div><div>Define the basic properties of the TCP/IP, local area, wide area, and fiber optic networks.</div></div>
		<div><div>Expected SLO Performance</div><div>0.0</div></div>	<div><div>Expected SLO Performance</div><div>0.0</div></div>

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Identify major components and application of networking. <ol style="list-style-type: none"> 1. Data Communication Systems 2. Networks 3. The Internet 4. Protocols and standards 2. Describe the basic network models, and compare and contrast them. <ol style="list-style-type: none"> 1. Layered tasks 2. The OSI model and its layers 3. TCP/IP Protocol suite and its layers 4. Addressing 3. Describe the relation between data and signal and compare and contrast analog and digital signals. <ol style="list-style-type: none"> 1. Analog signals 2. Digital Signals 3. Transmission impairment 4. Data rate limits 5. Performance 4. Demonstrate how digital data and analog data can be converted to digital signal. <ol style="list-style-type: none"> 1. Digital data to digital signal conversion 2. Analog data to digital signal conversion 5. Demonstrate how digital data and analog data can be converted to analog signal. <ol style="list-style-type: none"> 1. Digital data to analog signal conversion 2. Analog data to analog signal conversion 6. Compare and contrast methods of bandwidth utilization such as multiplexing and spread spectrum. <ol style="list-style-type: none"> 1. Multiplexing 2. Spread spectrum 7. Compare and contrast guided and unguided transmission media. 	<ol style="list-style-type: none"> 1. Identify major components and application of networking. <ol style="list-style-type: none"> 1. Data Communication Systems 2. Networks 3. The Internet 4. Protocols and standards 2. Describe the basic network models, and compare and contrast them. <ol style="list-style-type: none"> 1. Layered tasks 2. The OSI model and its layers 3. TCP/IP Protocol suite and its layers 4. Addressing 3. Describe the relation between data and signal and compare and contrast analog and digital signals. <ol style="list-style-type: none"> 1. Analog signals 2. Digital Signals 3. Transmission impairment 4. Data rate limits 5. Performance 4. Demonstrate how digital data and analog data can be converted to digital signal. <ol style="list-style-type: none"> 1. Digital data to digital signal conversion 2. Analog data to digital signal conversion 5. Demonstrate how digital data and analog data can be converted to analog signal. <ol style="list-style-type: none"> 1. Digital data to analog signal conversion 2. Analog data to analog signal conversion 6. Compare and contrast methods of bandwidth utilization such as multiplexing and spread spectrum. <ol style="list-style-type: none"> 1. Multiplexing 2. Spread spectrum 7. Compare and contrast guided and unguided transmission media.

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Guided media 2. Unguided media 	<ol style="list-style-type: none"> 1. Guided media 2. Unguided media
		8. Compare and contrast different method of switching.	8. Compare and contrast different method of switching.
		<ol style="list-style-type: none"> 1. Circuit switching 2. Packet switching 3. Virtual-circuit switching 	<ol style="list-style-type: none"> 1. Circuit switching 2. Packet switching 3. Virtual-circuit switching
		9. Describe telephone and cable Networks.	9. Describe telephone and cable Networks.
		<ol style="list-style-type: none"> 1. Telephone networks 2. DSL modems 3. Cable TV modems 	<ol style="list-style-type: none"> 1. Telephone networks 2. DSL modems 3. Cable TV modems
		10. Describe different methods used for error detection and correction.	10. Describe different methods used for error detection and correction.
		<ol style="list-style-type: none"> 1. Error types 2. Linear block codes 3. Cyclic codes 4. Checksum 	<ol style="list-style-type: none"> 1. Error types 2. Linear block codes 3. Cyclic codes 4. Checksum
		11. Describe the concepts of data link control such as framing, flow control, and error control.	11. Describe the concepts of data link control such as framing, flow control, and error control.
		<ol style="list-style-type: none"> 1. Framing 2. Flow and error control 3. Protocols 4. HDLC 5. PPP 	<ol style="list-style-type: none"> 1. Framing 2. Flow and error control 3. Protocols 4. HDLC 5. PPP
		12. Describe the rationale for multiple access control and compare and contrast different multiple access methods.	12. Describe the rationale for multiple access control and compare and contrast different multiple access methods.
		<ol style="list-style-type: none"> 1. Random access 2. Control access 3. Channelization 	<ol style="list-style-type: none"> 1. Random access 2. Control access 3. Channelization
		13. Categorize the architecture of different wired LANs and their applications.	13. Categorize the architecture of different wired LANs and their applications.
		<ol style="list-style-type: none"> 1. Standard Ethernet 2. Fast Ethernet 3. Gigabit Ethernet 4. Ten-Gigabit Ethernet 	<ol style="list-style-type: none"> 1. Standard Ethernet 2. Fast Ethernet 3. Gigabit Ethernet 4. Ten-Gigabit Ethernet
		14. Categorize the architecture of different wireless LANs and their applications.	14. Categorize the architecture of different wireless LANs and their applications.
		<ol style="list-style-type: none"> 1. IEEE 802.11 LANs 2. Bluetooth LANs 3. WiMAX 	<ol style="list-style-type: none"> 1. IEEE 802.11 LANs 2. Bluetooth LANs 3. WiMAX


Changed	Field	Current Version	Proposed Version
		15. Compare and contrast different connecting devices and their use in backbone and virtual networks. <ol style="list-style-type: none"> 1. Connecting devices 2. Backbone LANs 3. Virtual LANs 16. Categorize the architecture of different wireless WANs and their applications. <ol style="list-style-type: none"> 1. Cellular telephony 2. Satellite networks 17. Categorize the architecture of SONET network and its use in the Internet backbone. <ol style="list-style-type: none"> 1. Layer 2. Multiplexing 3. SONET networks 18. Describe the architecture of virtual circuit networks such as Frame Relay and ATM. <ol style="list-style-type: none"> 1. Frame Relay 2. ATM 	15. Compare and contrast different connecting devices and their use in backbone and virtual networks. <ol style="list-style-type: none"> 1. Connecting devices 2. Backbone LANs 3. Virtual LANs 16. Categorize the architecture of different wireless WANs and their applications. <ol style="list-style-type: none"> 1. Cellular telephony 2. Satellite networks 17. Categorize the architecture of SONET network and its use in the Internet backbone. <ol style="list-style-type: none"> 1. Layer 2. Multiplexing 3. SONET networks 18. Describe the architecture of virtual circuit networks such as Frame Relay and ATM. <ol style="list-style-type: none"> 1. Frame Relay 2. ATM
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab;</p> <p>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</p> <p>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.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	CIS D003. or CIS D093.	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form


Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	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
	<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	<p>Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated on correctness and completion (B) Midterm Exams – Evaluated on correctness and completion Homework assignments require students to write descriptions comparing and analyzing networking technologies, protocols, and architectures. Midterm exams test students' ability to write structured responses analyzing and synthesizing networking technologies in different environments.</p>

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	Method of Evaluation Used A & C : (A) Homework Assignments – Evaluated on correctness and completion (C) Final Exam – Evaluated on correctness and completion Homework assignments require detailed descriptions of networking architectures, protocols, and applications. The final exam requires students to apply their knowledge in a comprehensive analysis of LAN, WAN, and Internet networking technologies in a structured written response.
!	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated on correctness and completion (B) Midterm Exams – Evaluated on correctness and completion Homework allows students to refine and improve their understanding of networking concepts through written descriptions and applied exercises. Midterm exams assess progress in networking analysis and technical writing, reinforcing iterative learning and revision.
!	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	Method of Evaluation Used A & C: (A) Homework Assignments – Evaluated on correctness and completion (C) Final Exam – Evaluated on correctness and completion Homework assignments require structured writing, ensuring clarity in networking descriptions. The final exam assesses the ability to communicate technical concepts with clarity and precision using varied sentence structures.

Changed	Questions	Current Version	Proposed Version
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated on correctness and completion (B) Midterm Exams – Evaluated on correctness and completion Homework provides students with opportunities to revise and improve technical writing accuracy in networking descriptions. Midterm exams require students to demonstrate professional-level technical writing skills with correct grammar, structure, and clarity.

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<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

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

Changed	Questions	Current Version	Proposed Version
	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 is being removed, provide an explanation as to why.

No Value

No Value

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

No Value

No Value

H-Matrix Form

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

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	Please see required changes to Course Description and Course Justification posted in that section.
	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)	CIS 006	CIS 006
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	11/20/2018	11/20/2018

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> Course number change only appr. 12/6/22 (effect. F23).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> Course number change only appr. 12/6/22 (effect. F23).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD006.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Dec 6, 2022 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000005036

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

04/17/2025

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
C-Matrix Form	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.
C-Matrix Form	Objective 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.
C-Matrix Form	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
C-Matrix Form	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

Section	Changed field
Comments	Stage 3: Division Curriculum Representative
CO	Hybrid Approval Date (MM/DD/YYYY)
Course Justification	Course Justification

General Information			
Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	<ul style="list-style-type: none"> Shameka Walker 	<ul style="list-style-type: none"> Abeer Alameer Pape, Mary
	Course ID (CB01A and CB01B)	CISD046.	CISD046.
	Course Control Number	CCC000553654	CCC000553654
	Course Title (CB02)	Fundamentals of Digital Security	Fundamentals of Digital Security
	Short Course Title	FUNDAMENTALS OF DIGITAL SECUR	FUNDAMENTALS OF DIGITAL SECUR
	TOP Code (CB03)	0708.10	0708.10 Computer Networking
	CIP Code	Computer Systems Networking and Telecommunications	11.0901 Computer Systems Networking and Telecommunications
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
❗	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This course provides broad-based knowledge and hands-on experience with many facets of network security. It includes website and database attacks/defense, identified vulnerability exploits, layered security approaches, and Active Directory security policy settings. Includes cryptography, hashing, access controls, physical, application, data defenses, auditing, and security protocols. Also, the course can help prepare students to pass the CompTIA Security+ Certification exam.	This course provides broad-based knowledge and hands-on experience with many facets of network security. It includes website and database attacks/defense, identified vulnerability exploits, layered security approaches, and Active Directory security policy settings. Includes cryptography, hashing, access controls, physical, application, data defenses, auditing, and security protocols. Also, the course can help prepare students to pass the CompTIA Security+ Certification exam.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
!	Discipline 2	No value	<ul style="list-style-type: none"> Computer Science
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - CIS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly CIS 056.)	(Formerly CIS 056.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course belongs on the Enterprise Security Professional Certificates and A.A. degree. This course provides students with the foundation skills for computer security and supports professional employment in the Silicon Valley. This course is CSU transferable.	This <u>CTE</u> course belongs on <u>to</u> the Enterprise Security Professional Certificates and <u>Cybersecurity</u> A.A. degree. <u>Degree.</u> This course provides students with the foundation skills for computer security and supports professional employment in the Silicon Valley. This course is CSU transferable.

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

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

CTE Course			

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

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

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

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

Foothill Equivalency			

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed Field

Current Version

Proposed Version

Course is
part of a
program

**Associated
Program** Business
Programming

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

**Associated
Program** Business
Programming

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

**Associated
Program** Business
Programming

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

**Associated
Program** Business
Programming

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

**Associated
Program** Business
Programming (In
Development)

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

**Associated
Program** Business
Programming (In
Development)

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

**Associated
Program** Cyber Forensics and
Investigations

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

**Associated
Program** Cyber Forensics and
Investigations

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

**Associated
Program** Cybersecurity

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

**Associated
Program** Cybersecurity

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

**Associated
Program** Cybersecurity

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Cybersecurity

**Award
Type** Certificate of
Achievement (COA)

**Associated
Program** Cybersecurity

**Associated
Program** Cybersecurity

Changed	Field	Current Version		Proposed Version	
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Cybersecurity (In Development)	Associated Program	Cybersecurity (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (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	No value	No value

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	1.5	1.5
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162

Changed	Field	Current Version	Proposed Version
	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	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4.5	4.5

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


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

Credit Units			

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	18	18
	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	<div> <div>Methods of Instruction</div> <div> <div>Methods of Instruction</div> <div> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises </div> </div> </div>	<div> <div>Methods of Instruction</div> <div> <div>Methods of Instruction</div> <div> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises </div> </div> </div>
	Assignments	<ol style="list-style-type: none"> 1. Reading assignments 2. Complete assigned homework review questions 3. View assigned security videos 	<ol style="list-style-type: none"> 1. Reading assignments 2. Complete assigned homework review questions 3. View assigned security videos



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Final exam and midterm or quizzes based on comprehension and mastery of key terms and concepts as well as application skills related to analysis and synthesis of computer concepts. These are evaluated based on correctness.
2. Participation in lab skills exercises that demonstrate ability to critically evaluate the proper use of appropriate computer security software to complete a given set of computer-related tasks.

Methods of Evaluation

Methods of Evaluation

Changed Field

Current Version

Proposed Version

**Methods
of
Evaluation**

1. A successful completion of homework assignments which are evaluated for completeness and correctness.
2. Final exam and midterm or quizzes based on comprehension and mastery of key terms and concepts as well as application skills related to analysis and synthesis of computer concepts. Evaluated on correctness and completion
3. Participation in lab skills exercises that demonstrate ability to critically evaluate the proper use of appropriate computer security software to complete a given set of computer-related tasks. Evaluated on correctness and completion

Changed	Field	Current Version	Proposed Version																				
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">None. Essential College Facilities: <ul style="list-style-type: none">None.	Essential Student Materials: <ul style="list-style-type: none">None Essential College Facilities: <ul style="list-style-type: none">None																				
!	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Darril Gibson. "CompTIA Security+: Get Certified Get Ahead." SY0-501 Edition. YCDA LLC, 2017.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Darril Gibson. "CompTIA Security+: Get Certified Get Ahead." SY0-501 Edition. YCDA LLC, 2017.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>"CompTIA Security+: Get Certified Get Ahead."</td></tr><tr><td>Author</td><td>Joe Shelley</td></tr><tr><td>Publisher</td><td>YCDA LLC</td></tr><tr><td>Date/Edition</td><td>SY0-701/Oct 26, 2023</td></tr><tr><td>ISBN</td><td>979-8988984801</td></tr></table>	Title	"CompTIA Security+: Get Certified Get Ahead."	Author	Joe Shelley	Publisher	YCDA LLC	Date/Edition	SY0-701/Oct 26, 2023	ISBN	979-8988984801
Title	No value																						
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Author	Joe Shelley																						
Publisher	YCDA LLC																						
Date/Edition	SY0-701/Oct 26, 2023																						
ISBN	979-8988984801																						
!	Suggested Reading List	<table><tr><td>Reading List</td><td>Kim, David. "Fundamentals of Information Security." Third Edition. Jones and Bartlett Learning LLC, an Ascent Learning Company, 2018</td></tr><tr><td>May include, but are not limited to</td><td>No value</td></tr></table>	Reading List	Kim, David. "Fundamentals of Information Security." Third Edition. Jones and Bartlett Learning LLC, an Ascent Learning Company, 2018	May include, but are not limited to	No value	No value																
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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">• Explore network security issues• Investigate access control and identity management• Implement cryptography• Investigate policies, procedures, and awareness• Identify physical security• Utilize perimeter defenses• Implement network defenses• Design host defenses• Identify application defenses• Formulate data defenses• Perform security assessments and audits	<ul style="list-style-type: none">• Explore network security issues• Investigate access control and identity management• Implement cryptography• Investigate policies, procedures, and awareness• Identify physical security• Utilize perimeter defenses• Implement network defenses• Design host defenses• Identify application defenses• Formulate data defenses• Perform security assessments and audits								
	CSLOs	<table><tr><td>CSLOs</td><td>Determine methods to protect network against security vulnerabilities.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Determine methods to protect network against security vulnerabilities.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Determine methods to protect network against security vulnerabilities.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Determine methods to protect network against security vulnerabilities.	Expected SLO Performance	0.0
CSLOs	Determine methods to protect network against security vulnerabilities.										
Expected SLO Performance	0.0										
CSLOs	Determine methods to protect network against security vulnerabilities.										
Expected SLO Performance	0.0										

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Explore network security issues <ol style="list-style-type: none"> 1. Security challenges 2. Security roles and concepts 3. Threat agent types 4. Security introduction 5. General attack strategy 6. General defense strategy 7. Attack and defense strategy overview 2. Investigate access control and identity management <ol style="list-style-type: none"> 1. Access control models 2. Authentication 3. Authorization 4. Access control best practices 5. Windows domain users and groups 6. Linux users and groups 7. Linux user security 8. Group policy overview 9. Hardening authentication 10. Remote access 11. Network authentication 12. Identity management 3. Implement cryptography <ol style="list-style-type: none"> 1. Cryptography concepts 2. Hashing 3. Symmetric encryption 4. Asymmetric encryption 5. Public Key Infrastructure (PKI) 6. Cryptography implementations 4. Investigate policies, procedures, and awareness <ol style="list-style-type: none"> 1. Security policies 2. Business continuity 3. Risk management 4. Incident response 5. Social engineering 6. Certification and accreditation 7. Development 8. Employee management 9. Business impact analysis 10. Disaster recovery plan 	<ol style="list-style-type: none"> 1. Explore network security issues <ol style="list-style-type: none"> 1. Security challenges 2. Security roles and concepts 3. Threat agent types 4. Security introduction 5. General attack strategy 6. General defense strategy 7. Attack and defense strategy overview 2. Investigate access control and identity management <ol style="list-style-type: none"> 1. Access control models 2. Authentication 3. Authorization 4. Access control best practices 5. Windows domain users and groups 6. Linux users and groups 7. Linux user security 8. Group policy overview 9. Hardening authentication 10. Remote access 11. Network authentication 12. Identity management 3. Implement cryptography <ol style="list-style-type: none"> 1. Cryptography concepts 2. Hashing 3. Symmetric encryption 4. Asymmetric encryption 5. Public Key Infrastructure (PKI) 6. Cryptography implementations 4. Investigate policies, procedures, and awareness <ol style="list-style-type: none"> 1. Security policies 2. Business continuity 3. Risk management 4. Incident response 5. Social engineering 6. Certification and accreditation 7. Development 8. Employee management 9. Business impact analysis 10. Disaster recovery plan

Changed	Field	Current Version	Proposed Version
		5. Identify physical security <ol style="list-style-type: none"> Physical security definitions Hardware security Environmental controls Mobile devices Telephony The Internet of Things 	5. Identify physical security <ol style="list-style-type: none"> Physical security definitions Hardware security Environmental controls Mobile devices Telephony The Internet of Things
		6. Utilize perimeter defenses <ol style="list-style-type: none"> Networking review Perimeter attacks Security appliances Packet Captures Firewalls Network Address Translation (NAT) Virtual Private Networks (VPN) Web threat protection Network Access Control (NAC) Wireless attacks Wireless defenses 	6. Utilize perimeter defenses <ol style="list-style-type: none"> Networking review Perimeter attacks Security appliances Packet Captures Firewalls Network Address Translation (NAT) Virtual Private Networks (VPN) Web threat protection Network Access Control (NAC) Wireless attacks Wireless defenses
		7. Implement network defenses <ol style="list-style-type: none"> Network devices Network device vulnerabilities Switch attacks Router and switch security Intrusion detection and prevention 	7. Implement network defenses <ol style="list-style-type: none"> Network devices Network device vulnerabilities Switch attacks Router and switch security Intrusion detection and prevention
		8. Design host defenses <ol style="list-style-type: none"> Malware Password attacks Windows system hardening Hardening enforcement File server security Linux host security 	8. Design host defenses <ol style="list-style-type: none"> Malware Password attacks Windows system hardening Hardening enforcement File server security Linux host security
		9. Identify application defenses <ol style="list-style-type: none"> Web application attacks Internet browsers E-mail Network applications Virtualization Application development System life Cycle 	9. Identify application defenses <ol style="list-style-type: none"> Web application attacks Internet browsers E-mail Network applications Virtualization Application development System life Cycle

Changed	Field	Current Version	Proposed Version
		8. Application software testing 10. Formulate data defenses <ol style="list-style-type: none"> 1. Redundancy 2. Backup and restore 3. File encryption 4. Secure protocols 5. Cloud computing 11. Perform security assessments and audits <ol style="list-style-type: none"> 1. Vulnerability assessment 2. Penetration testing 3. Protocol analyzers 4. Logs and audits 5. System testing and monitoring 	8. Application software testing 10. Formulate data defenses <ol style="list-style-type: none"> 1. Redundancy 2. Backup and restore 3. File encryption 4. Secure protocols 5. Cloud computing 11. Perform security assessments and audits <ol style="list-style-type: none"> 1. Vulnerability assessment 2. Penetration testing 3. Protocol analyzers 4. Logs and audits 5. System testing and monitoring
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Use Active Directory to view, create, manage user accounts and groups 2. Eliminate threats with a layered security approach 3. Use asymmetric encryption to encrypt and decrypt files 4. Perform reconnaissance and probing using common tools 5. Perform a vulnerability assessments 6. Enable Windows Active Directory and user access controls 7. Use Group Policy Objects and Microsoft Baseline Security Analyzer for change control 8. Perform packet capture and traffic analysis 9. Implement a business continuity plan 10. Perform a web site and database attack by exploiting identified vulnerabilities	1. Use Active Directory to view, create, manage user accounts and groups 2. Eliminate threats with a layered security approach 3. Use asymmetric encryption to encrypt and decrypt files 4. Perform reconnaissance and probing using common tools 5. Perform a vulnerability assessments 6. Enable Windows Active Directory and user access controls 7. Use Group Policy Objects and Microsoft Baseline Security Analyzer for change control 8. Perform packet capture and traffic analysis 9. Implement a business continuity plan 10. Perform a web site and database attack by exploiting identified vulnerabilities

Blue Form

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

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	CIS D108.	CIS D108.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	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
	<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	<p>Method of evaluation A & C: (A) Homework Assignments – Evaluated for completeness and correctness (C) Lab Skills Exercises – Evaluated on correctness and completion Homework assignments require students to analyze cybersecurity policies, security threats, and case studies. Lab skills exercises require students to evaluate computer security software and apply security strategies to different contexts.</p>
!	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	<p>Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated for completeness and correctness (B) Final Exam, Midterm, Quizzes – Evaluated on comprehension and mastery of key terms and concepts. Homework assignments require students to write security reports, risk assessments, and policy documents. Exams and quizzes assess the ability to explain, apply, and synthesize key cybersecurity concepts in writing.</p>

Changed	Questions	Current Version	Proposed Version
!	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	Method of Evaluation Used A & C: (A) Homework Assignments – Evaluated for completeness and correctness (C) Lab Skills Exercises – Evaluated on correctness and completion Homework assignments require students to revise and improve security documentation, policies, and risk assessments. Lab exercises reinforce iterative improvements to cybersecurity configurations and security defenses.
!	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated for completeness and correctness (B) Final Exam, Midterm, Quizzes – Evaluated on comprehension and mastery of key terms and concepts Homework assignments ensure that students develop clear and structured technical writing for security documentation. Exams and quizzes evaluate the ability to use proper terminology and sentence structures in technical communication.
!	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated for completeness and correctness (B) Final Exam, Midterm, Quizzes – Evaluated on comprehension and mastery of key terms and concepts Homework assignments require students to proofread and refine security reports, compliance documentation, and penetration test findings. Exams and quizzes assess the ability to apply proper cybersecurity terminology, formatting, and technical writing conventions.

D-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 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

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

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

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

G-Matrix Form

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

H-Matrix Form


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

De Anza GE Form

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


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

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	Need to revise Course justification to list only one program. Y
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value

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)	CIS 046	CIS 046
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	11/20/2018	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> Course number change only appr. 10/26/21 (effect. F22).-mkct Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (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"> Course number change only appr. 10/26/21 (effect. F22).-mkct Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	CISD046.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 26, 2021 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000553654

Articulation

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

Section

Changed field

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	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD082.	DMTD082.
	Course Control Number	CCC000573779	CCC000573779
	Course Title (CB02)	Advanced Conventional Machine Tools, Tool Design, Abrasive Machining	Advanced Conventional Machine Tools, Tool Design, Abrasive Machining
	Short Course Title	ADV CONV MACH TOOLS, TOOL DESI	ADV CONV MACH TOOLS, TOOL DESI
	TOP Code (CB03)	0956.00	0956.00 Manufacturing and Industrial Technology
	CIP Code	Manufacturing Engineering Technology/Technician	15.0613 Manufacturing Engineering Technology/Technician
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	Effective Term	Fall 2021	Fall 2021 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Advanced machining and abrasive machining practices using conventional machine tools and surface grinders. Introduction to fixture design including location, clamping methods and computation of fits and allowances.	Advanced <u>This advanced</u> machining and abrasive machining practices using <u>course focuses on complex</u> conventional machine tools <u>tool set up</u> and surface grinders <u>grinding</u> . Introduction to <u>complex</u> fixture design including location, clamping methods and computation of fits and allowances <u>allowances is also demonstrated in this course</u> .

Changed	Field	Current Version	Proposed Version
!	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"> Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>Machining Practices Using Conventional Machine Tools, Tool Design, Abrasive Machining is an employment preparation course for our Design and Manufacturing Technologies day and evening programs. This CTE, CSU transferable course is intended to better prepare students for work in the advanced manufacturing and machining industry as a conventional machinist with emphasis on abrasive machining as advised by our industry advisory committee. This course is also a part of the CNC/Research & Development Machinist degree and certificate in the Design and Manufacturing Technologies program.</p>	<p>Machining Practices Using Conventional Machine Tools, Tool Design, Abrasive Machining is an employment preparation course for our Design and Manufacturing Technologies day and evening programs. This CTE, CSU transferable course is intended to better prepare students for work in the advanced manufacturing and machining industry as a conventional machinist with emphasis on abrasive machining as advised by our industry advisory committee. This course is also a part of the CNC/Research & Development Machinist degree and certificate in the Design and Manufacturing Technologies program.</p>

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 MCNC D077.)	(Formerly MCNC D077.)

Stand-Alone Statement

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

CTE Course

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

No value

Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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Is this an
honors/non-
honors
course?

No value

No

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
---------	-------	-----------------	------------------



Is this a cross-
listed course?

No value

No



More Options

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	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
	If yes, identify the UC/CSU campus, course and major.	No value	

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

Associated Programs

Changed	Field	Current Version		Proposed Version	
	Course is part of a program	Associated Program	CNC Research and Development Machinist	Associated Program	CNC Research and Development Machinist
			Award Type Associate in Science (A.S.) Degree		Award Type Associate in Science (A.S.) Degree
		Associated Program	CNC Research and Development Machinist	Associated Program	CNC Research and Development Machinist
			Award Type Certificate of Achievement-Advanced (COA-A)		Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program	CNC Research and Development Machinist (In Development)	Associated Program	CNC Research and Development Machinist (In Development)
			Award Type Certificate of Achievement-Advanced (COA-A)		Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program	CNC Research and Development Machinist (In Development)	Associated Program	CNC Research and Development Machinist (In Development)
			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

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	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	108	108
	Total - Course Out-of-Class Hours	72	72

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

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

Specifications			



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Homework and extended projects
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly
laboratory exercises

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Assignments

1. Lab projects demonstrating mastery of skills using the machines and equipment covered in this course.
2. Take home worksheets involving fit and locational calculations.
3. Reading from textbook and trade references.

1. Lab projects demonstrating mastery of skills using the machines and equipment covered in this course.
2. Take home worksheets involving fit and locational calculations.
3. Reading from textbook and trade references.



Methods of Evaluation

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1. Completion and accuracy of take home worksheets, with emphasis on use of correct calculations and formulas
2. Manufacturing rubric used to evaluate and inspect laboratory projects and exercises.
3. Comprehensive, objective final exam that requires students to accurately apply concepts covering lecture material and lab demonstrations throughout the course.

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Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- Conventional machine tool manufacturing lab

Essential Student Materials:

- None

Essential College Facilities:

- Conventional machine tool manufacturing lab

Changed Field

Current Version

Proposed Version



**Examples of
Primary Texts and
References**

Title	No value
Author	Peter Hoffman, Eric Hopewell, Brian Janes and Kent Sharp, "Precision Machining Technology 2nd Edition" New York: Delmar, Cengage Learning, 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	DMT Staff, Design and Manufacturing 82 Syllabus. Cupertino: De Anza College, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Design and Manufacturing Technologies 82 Handbook
Author	Design and Manufacturing Staff
Publisher	Cupertino: De Anza College
Date/Edition	2023 / Version A
ISBN	No value

Title	Precision Machining Technology
Author	Peter Hoffman, Eric Hopewell
Publisher	Delmar Cengage Learning
Date/Edition	2020 / 3rd
ISBN	978-1-3377-9530-2



**Suggested
Reading List**

Reading List	Jones, Franklin and Erik Oberg, "Machinery's Handbook 30th edition" New York: Industrial Press, 2016.
May include, but are not limited to	No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Describe elements of fixture design for lathes and mills including location, clamping and alignment procedures. Describe abrasive machining applications and select the proper grinding wheel abrasive, bond, and structure for wide variety of operations. Calculate fits and allowances as applied to mechanical components. Demonstrate advanced lathe and milling operations such as offset boring and single point threading. 	<ul style="list-style-type: none"> Describe elements of fixture design for lathes and mills including location, clamping and alignment procedures. Describe abrasive machining applications and select the proper grinding wheel abrasive, bond, and structure for wide variety of operations. Calculate fits and allowances as applied to mechanical components. Demonstrate advanced lathe and milling operations such as offset boring and single point threading.

CSLOs

CSLOs Analyze, construct, and inspect assigned machined projects using advanced principles of machining.

Expected SLO Performance 0.0

CSLOs Analyze, construct, and inspect assigned machined projects using advanced principles of machining.

Expected SLO Performance 0.0

CSLOs Demonstrate safe operation of specialized machining equipment to construct advanced assemblies.

Expected SLO Performance 0.0

CSLOs Demonstrate safe operation of specialized machining equipment to construct advanced assemblies.

Expected SLO Performance 0.0

Course Outline

**Course
Content**

1. Describe elements of fixture design for lathes and mills including location, clamping and alignment procedures.
 1. Base plate and location methods
 1. Flat surface; button, pin & bar locators
 2. Cylindrical surface; conical & V locators
 3. Irregular surface; pin & sightline locators
 4. Location from holes, pin & diamond locators
 2. Clamps
 1. Types and applications
 2. Placement and movement
 3. Pushers, jacks and support components
2. Describe abrasive machining applications and select the proper grinding wheel abrasive, bond, and structure for wide variety of operations.
 1. Surface grinder, applications, set-up and operation
 1. Flat, form, parallel, angular and square surfaces
 2. Work holding, magnetic and non-magnetic parts
 2. Cylindrical grinder, applications and characteristics
 3. Centerless grinder, applications and characteristics
 4. Blanchard grinder, applications and characteristics
 5. Grinding wheel selection and use for grinding different materials

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 5. Grinding wheel selection and use for grinding different materials

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

-
- | | |
|--|--|
| <ul style="list-style-type: none">1. Safety2. Abrasive types, characteristics and uses3. Bonding agents4. Hardness, grit size, and structure designations5. Dressing6. Grinding problems and appropriate wheel selection6. Honing machine components and applications<ul style="list-style-type: none">1. Stone selection and dressing2. Honing procedures<ul style="list-style-type: none">1. Precise hole size control2. Localized honing7. Lapping operations<ul style="list-style-type: none">1. Hand2. Machine3. Calculate fits and allowances as applied to mechanical components.<ul style="list-style-type: none">1. Types and applications<ul style="list-style-type: none">1. Running fits2. Interference fits, expansion and shrink2. Calculate using component tolerances4. Demonstrate advanced lathe and milling operations such as offset boring and single point threading.<ul style="list-style-type: none">1. Lathe Operations<ul style="list-style-type: none">1. 4-jaw chuck applications<ul style="list-style-type: none">1. Centering workpiece2. Eccentric turning2. Face plate applications<ul style="list-style-type: none">1. Clamping workpiece | <ul style="list-style-type: none">1. Safety2. Abrasive types, characteristics and uses3. Bonding agents4. Hardness, grit size, and structure designations5. Dressing6. Grinding problems and appropriate wheel selection6. Honing machine components and applications<ul style="list-style-type: none">1. Stone selection and dressing2. Honing procedures<ul style="list-style-type: none">1. Precise hole size control2. Localized honing7. Lapping operations<ul style="list-style-type: none">1. Hand2. Machine3. Calculate fits and allowances as applied to mechanical components.<ul style="list-style-type: none">1. Types and applications<ul style="list-style-type: none">1. Running fits2. Interference fits, expansion and shrink2. Calculate using component tolerances4. Demonstrate advanced lathe and milling operations such as offset boring and single point threading.<ul style="list-style-type: none">1. Lathe Operations<ul style="list-style-type: none">1. 4-jaw chuck applications<ul style="list-style-type: none">1. Centering workpiece2. Eccentric turning2. Face plate applications<ul style="list-style-type: none">1. Clamping workpiece |
|--|--|

Changed	Field	Current Version	Proposed Version
		2. Balancing, RPM limitations 3. Boring applications 1. Boring bar types and selection 2. Tool geometry 4. Single Point Threading 1. Tool geometry and grinding 2. Lathe set up for internal and external 2. Mill operations 1. Location of bolt hole circles 1. Calculation of rectangular coordinates 2. Calculation of chords 2. Offset boring and facing head 1. Tool geometry 2. Set up and operation 3. Mill head alignment	2. Balancing, RPM limitations 3. Boring applications 1. Boring bar types and selection 2. Tool geometry 4. Single Point Threading 1. Tool geometry and grinding 2. Lathe set up for internal and external 2. Mill operations 1. Location of bolt hole circles 1. Calculation of rectangular coordinates 2. Calculation of chords 2. Offset boring and facing head 1. Tool geometry 2. Set up and operation 3. Mill head alignment
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Fixture building 2. Surface grinding operations 3. Advanced mill operations 4. Advanced lathe operations	1. Fixture building 2. Surface grinding operations 3. Advanced mill operations 4. Advanced lathe operations

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	DMT D080. with a grade of C or better or equivalent	DMT D080. with a grade of C or better or equivalent

Changed	Questions	Current Version	Proposed Version
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	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	2AT	No Value
❗	Catalog Term (21-22)	21-22	No Value
❗	5 Year Revision Year (2021)	2019	No Value
❗	Effective Quarter	Fall	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 082	DMT 082
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	DMT	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

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 lecture, six hours laboratory (108 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236502	No Value
!	Account Code	1320	No Value
!	Program Code	095600	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Blue Form

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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	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
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	DMTD082.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000573779

Articulation


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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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?
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"> Mike Appio
	Course ID (CB01A and CB01B)	DMTD084B	DMTD084B

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000573777	CCC000573777
	Course Title (CB02)	CNC Programming and Operation; Intermediate Mill	CNC Programming and Operation; Intermediate Mill
	Short Course Title	CNC PROG AND OPS; INTERMED MIL	CNC PROG AND OPS; INTERMED MIL
	TOP Code (CB03)	0956.00	0956.00 Manufacturing and Industrial Technology
	CIP Code	Manufacturing Engineering Technology/Technician	15.0613 Manufacturing Engineering Technology/Technician
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	Effective Term	Fall 2021	Fall 2024 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Intermediate CNC Mill tool path programming using word address format, including coordinate system, cutter compensation and canned cycles. Intermediate mill programming using subprograms, alternate work coordinate systems and macros. Program entry, editing, and back plotting. Machine controller functions and operations. Single point threading and Unified thread form classes and measurement. Indexable tool insert selection.	<u>This Intermediate CNC Mill course focuses on tool path programming using word address format, including coordinate system, systems, cutter compensation using multiple D values and advanced canned cycles. Intermediate mill programming will utilize subprograms, alternate multiple work coordinate systems and macros. Program probe macros, as well as program entry, editing, simulation and back plotting. Machine advanced machine controller functions and operations. Single point threading and functions. Indexable tool insert selection, thread milling&nbsp;and Unified National thread form classes and measurement. Indexable tool insert selection: measurement will also be included in this course.</u>
!	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"> Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	Intermediate CNC Mill programming and operation is a major employment preparation CTE course for our Design and Manufacturing Technologies day and evening programs. It is a CSU transferable course. This course is intended to better prepare advanced students for work in the manufacturing and machining industry in the area of intermediate CNC programming, set-up, and operation as advised by our industry advisory committee. This course is also part of the CNC Machinist degree and certificate in the Design and Manufacturing Technologies program.	Intermediate CNC Mill programming and operation is a major employment preparation CTE course for our Design and Manufacturing Technologies day and evening programs. It is a CSU transferable course. This course is intended to better prepare advanced students for work in the manufacturing and machining industry in the area of intermediate CNC programming, set-up, and operation as advised by our industry advisory committee. This course is also part of the CNC Machinist degree and certificate in the Design and Manufacturing Technologies program.

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


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Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly MCNC D075B.)	(Formerly MCNC D075B.)

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>

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

Changed Field

Current Version

Proposed Version

Course is part of
a program

**Associated
Program** CNC Machinist

**Award
Type** Certificate of Achievement
(COA)

**Associated
Program** CNC Machinist

**Award
Type** Certificate of Achievement
(COA)

**Associated
Program** CNC Machinist

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

**Associated
Program** CNC Machinist

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

**Associated
Program** CNC Machinist

**Award
Type** Associate in Science (A.S.)
Degree

**Associated
Program** CNC Machinist

**Award
Type** Associate in Science (A.S.)
Degree

**Associated
Program** CNC Machinist (In
Development)

**Award
Type** Associate in Science (A.S.)
Degree

**Associated
Program** CNC Machinist (In
Development)

**Award
Type** Associate in Science (A.S.)
Degree

**Associated
Program** CNC Research and
Development Machinist

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

**Associated
Program** CNC Research and
Development Machinist

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

**Associated
Program** CNC Research and
Development Machinist

**Award
Type** Associate in Science (A.S.)
Degree

**Associated
Program** CNC Research and
Development Machinist

**Award
Type** Associate in Science (A.S.)
Degree

**Associated
Program** CNC Research and
Development Machinist (In
Development)

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

**Associated
Program** CNC Research and
Development Machinist (In
Development)

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

**Associated
Program** CNC Research and
Development Machinist (In
Development)

**Award
Type** Associate in Science (A.S.)
Degree

**Associated
Program** CNC Research and
Development Machinist (In
Development)

**Award
Type** Associate in Science (A.S.)
Degree

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

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to 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	3	3
	Lecture Hours - Out of Class	6	6
	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

Changed	Field	Current Version	Proposed Version
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	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	108	108
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

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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	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications



Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises

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Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises

Assignments

1. Lab projects demonstrating mastery of skills using CNC machines, simulators and verification software covered in this course.
2. Take home worksheets involving cartesian coordinate calculations.
3. Readings from textbooks, references and trade journals.
4. Write advanced computer numerical control programs using sub programs and sub routines.

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Methods of Evaluation

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Methods of Evaluation

1. Mid-term examination evaluating accuracy of CNC Mill programs and recall of lab activities.
2. Completion and accuracy of take home worksheets with emphasis on the use of preparatory commands, miscellaneous commands, program structure and coordinate calculations from drawings.
3. Manufacturing rubric used to evaluate and inspect laboratory projects and exercises.
4. A comprehensive, final exam that requires students to critically analyze and apply concepts examined throughout the course.

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4. A comprehensive, final exam that requires students to critically analyze and apply concepts examined throughout the course.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- CNC machine tool manufacturing lab

Essential Student Materials:

- None

Essential College Facilities:

- CNC machine tool manufacturing lab

Changed Field

Current Version

Proposed Version



**Examples of
Primary Texts and
References**

Title	No value
Author	Schmid, Peter,"CNC Programming Handbook, Third Edition", New York, New York: Industial Press, 2008
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Design and Manufacturing Technologies 84B Handbook
Author	Design and Manufacturing Technologies Staff
Publisher	De Anza College, Cupertino, CA.
Date/Edition	2023 / Version F
ISBN	No value

Title	No value
Author	DMT Staff, "Design and Manufacturing Technologies Syllabus 84B," De Anza College, Cupertino, CA, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	CNC Manufacturing Technology
Author	Rick Calvery
Publisher	Goodheart - Wilcox , Tinly Park, IL
Date/Edition	2025 / 2nd Edition
ISBN	979-8-88817-441-8



**Suggested
Reading List**

Reading List Mattson, Mike: "CNC Programming Principles and Applications Second Edition", Albany, New York: Delmar Publishing, 2009

May include, but are not limited to No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version								
	Course Objectives	<ul style="list-style-type: none">• Prepare and interpret programs for CNC mills.• Demonstrate the controls and functions of CNC controllers.• Prepare and interpret programs for CNC mills.• Verify mill programs with PC based solid modeling software.• Explain single point threading and measurement procedures for Unified threads.• Describe carbide insert ANSI designations, wear characteristics and applications.	<ul style="list-style-type: none">• Prepare and interpret programs for CNC mills.• Demonstrate the controls and functions of CNC controllers.• Prepare and interpret programs for CNC mills.• Verify mill programs with PC based solid modeling software.• Explain single point threading and measurement procedures for Unified threads.• Describe carbide insert ANSI designations, wear characteristics and applications.								
	CSLOs	<table><tr><td>CSLOs</td><td>Demonstrate the set up and advanced operation of vertical machining centers.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Demonstrate the set up and advanced operation of vertical machining centers.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Demonstrate the set up and advanced operation of vertical machining centers.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Demonstrate the set up and advanced operation of vertical machining centers.	Expected SLO Performance	0.0
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Expected SLO Performance	0.0										
		<table><tr><td>CSLOs</td><td>Create advanced word-address programs to successfully construct projects using vertical machining centers.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Create advanced word-address programs to successfully construct projects using vertical machining centers.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Create advanced word-address programs to successfully construct projects using vertical machining centers.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Create advanced word-address programs to successfully construct projects using vertical machining centers.	Expected SLO Performance	0.0
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Expected SLO Performance	0.0										

Course Outline

Course Content

1. Prepare and interpret programs for CNC mills.
 1. CNC program preparation.
 2. Preparatory and miscellaneous functions.
 3. Tool address and tool length offset.
 4. Work shift coordinate system.
 1. Machine reference.
 2. Setting zero.
 5. Spindle speed control.
 1. Fixed RPM.
 2. Constant surface feet.
 6. Tool point coordinates.
 1. X, Z, U and W movements.
 2. Circular interpolation with R.
 3. Circular interpolation with I and K.
 4. Manual application of tool nose radius compensation to angles.
 5. Machine application of tool nose radius compensation.
 7. Canned cycles.
 1. Thread cutting.
 2. Drilling.
 3. Finishing.
 4. Stock removal turn and face.
 5. Pattern repeat.
 6. Tapping.
 8. Plot coordinate points using tool nose radius compensation.
 1. For chamfers and angles.
 2. Blending radius to radius.
2. Demonstrate the controls and functions of CNC controllers.
 1. Reference machine.
 2. View stored program numbers.
 3. Input and operate in MDI mode.
 4. Modify code in Edit mode.
 5. Identify and clear alarms.
 6. Call up and run programs in memory mode.
 7. Use jog functions to accurately locate tool.
 8. Understand controller operational aids.
 1. Single block.
 2. Block skip.
 3. Dry run.
 4. Optional stop.
 5. Feed rate override.
 6. Interpret position screens.
 1. Absolute.
 2. Machine.

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 1. Single block.
 2. Block skip.
 3. Dry run.
 4. Optional stop.
 5. Feed rate override.
 6. Interpret position screens.
 1. Absolute.
 2. Machine.

	<ul style="list-style-type: none"> 3. Distance to go. 7. Interpret command screens. <ul style="list-style-type: none"> 1. Next block. 2. Current block. 9. Setting work shift offsets. <ul style="list-style-type: none"> 1. Setting tool offsets. 2. Setting tool nose radius (geometry) compensation. 3. Setting tool wear offsets. 10. Dry run tool with single block and adjusted feed rates. 	<ul style="list-style-type: none"> 3. Distance to go. 7. Interpret command screens. <ul style="list-style-type: none"> 1. Next block. 2. Current block. 9. Setting work shift offsets. <ul style="list-style-type: none"> 1. Setting tool offsets. 2. Setting tool nose radius (geometry) compensation. 3. Setting tool wear offsets. 10. Dry run tool with single block and adjusted feed rates.
3. Prepare and interpret programs for CNC mills.	<ul style="list-style-type: none"> 1. Program functions as review. <ul style="list-style-type: none"> 1. Miscellaneous functions. 2. Speed, feed and tool address. 3. Tool coordinates. <ul style="list-style-type: none"> 1. Circular interpolation: with I and J; with R. 2. Slotting. 3. Pocket milling. 4. Bosses and islands. 5. Bolt hole circles. 2. Cutter compensation, ramp on/off moves. 3. Canned cycles with R plane. <ul style="list-style-type: none"> 1. Peck drill (variable peck). 2. Tapping. 3. Boring. 4. Sub-routines. <ul style="list-style-type: none"> 1. Applications. 2. Formatting. 3. Sub-routines within sub-routines. 5. Work coordinate system. <ul style="list-style-type: none"> 1. Moving part zero with G92. 2. Multiple fixtures with G54-G59. 6. Macros; programs and applications. 	<ul style="list-style-type: none"> 1. Program functions as review. <ul style="list-style-type: none"> 1. Miscellaneous functions. 2. Speed, feed and tool address. 3. Tool coordinates. <ul style="list-style-type: none"> 1. Circular interpolation: with I and J; with R. 2. Slotting. 3. Pocket milling. 4. Bosses and islands. 5. Bolt hole circles. 2. Cutter compensation, ramp on/off moves. 3. Canned cycles with R plane. <ul style="list-style-type: none"> 1. Peck drill (variable peck). 2. Tapping. 3. Boring. 4. Sub-routines. <ul style="list-style-type: none"> 1. Applications. 2. Formatting. 3. Sub-routines within sub-routines. 5. Work coordinate system. <ul style="list-style-type: none"> 1. Moving part zero with G92. 2. Multiple fixtures with G54-G59. 6. Macros; programs and applications.
4. Verify mill programs with PC based solid modeling software.	<ul style="list-style-type: none"> 1. Enter and edit programs. 2. Enter stock sizes and tool descriptions. 3. Verify tool paths. 	<ul style="list-style-type: none"> 1. Enter and edit programs. 2. Enter stock sizes and tool descriptions. 3. Verify tool paths.
5. Explain single point threading and measurement procedures for Unified threads.	<ul style="list-style-type: none"> 1. Thread form and terms. 2. Pitch diameter calculation for various thread classes. 3. Thread measurement using three-wire method. 4. Single point threading. <ul style="list-style-type: none"> 1. Tool geomtery and grinding. 	<ul style="list-style-type: none"> 1. Thread form and terms. 2. Pitch diameter calculation for various thread classes. 3. Thread measurement using three-wire method. 4. Single point threading. <ul style="list-style-type: none"> 1. Tool geomtery and grinding.

Changed	Field	Current Version	Proposed Version
		2. Lathe set-up for internal and external threads. 6. Describe carbide insert ANSI designations, wear characteristics and applications. <ol style="list-style-type: none"> Carbide insert types, ANSI designations and applications. <ol style="list-style-type: none"> Tool shapes, cutting edge angles and applications. Tool nose radius (TNR). Relief angles. Chip breakers. <ol style="list-style-type: none"> Negative. Positive. Carbide grades. Sizes, inside circle. Tolerance classes. Insert holders for manual and CNC machines. <ol style="list-style-type: none"> Insert mounting methods. Lead angles. Adjusting rake and relief with holder. <ol style="list-style-type: none"> Angle of inclination. Effective rake angle. Insert wear characteristics and correction. <ol style="list-style-type: none"> Cratering. Fracturing. Flank and/or nose wear. Chipping and/or fatigue cracks. Tool geometry for different work piece materials. <ol style="list-style-type: none"> Hard/soft. High elasticity. Coatings. <ol style="list-style-type: none"> Titanium nitride and other types. Advantages. Form and grooving tools. <ol style="list-style-type: none"> High speed steel and carbide applications. Design and grinding. 	2. Lathe set-up for internal and external threads. 6. Describe carbide insert ANSI designations, wear characteristics and applications. <ol style="list-style-type: none"> Carbide insert types, ANSI designations and applications. <ol style="list-style-type: none"> Tool shapes, cutting edge angles and applications. Tool nose radius (TNR). Relief angles. Chip breakers. <ol style="list-style-type: none"> Negative. Positive. Carbide grades. Sizes, inside circle. Tolerance classes. Insert holders for manual and CNC machines. <ol style="list-style-type: none"> Insert mounting methods. Lead angles. Adjusting rake and relief with holder. <ol style="list-style-type: none"> Angle of inclination. Effective rake angle. Insert wear characteristics and correction. <ol style="list-style-type: none"> Cratering. Fracturing. Flank and/or nose wear. Chipping and/or fatigue cracks. Tool geometry for different work piece materials. <ol style="list-style-type: none"> Hard/soft. High elasticity. Coatings. <ol style="list-style-type: none"> Titanium nitride and other types. Advantages. Form and grooving tools. <ol style="list-style-type: none"> High speed steel and carbide applications. Design and grinding.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Intermediate CNC Mill operations 2. CNC controllers 3. Advanced CNC mill operations 4. Verification of mill programs 5. Measurement and inspection 6. Carbide tool operation 7. Mill treading operations	1. Intermediate CNC Mill operations 2. CNC controllers 3. Advanced CNC mill operations 4. Verification of mill programs 5. Measurement and inspection 6. Carbide tool operation 7. Mill treading operations

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	DMT D084A or equivalent with a grade of C or better	DMT D084A or equivalent with a grade of C or better
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	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	2AT	No Value
❗	Catalog Term (21-22)	21-22	No Value
❗	5 Year Revision Year (2021)	2019	No Value
❗	Effective Quarter	Fall	No Value
❗	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 084B	DMT 084B
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
!	Course Status Code	A	No Value
!	Banner Department	DMT	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

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours lecture, six hours laboratory (108 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236502	No Value
!	Account Code	1320	No Value
!	Program Code	095600	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Blue Form

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

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

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<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
	<p>Objective 4: Develop linear function models to solve problems.</p>	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 and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G- Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

De Anza GE Form

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

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

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

Changed	Questions	Current Version	Proposed Version
	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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DMTD084B
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000573777

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS- DEPT-NAME	
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	Course Crosswalk CRS- NUMBER	
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De Anza College

Change Report

04/23/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Prerequisite(s):
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code

Section	Changed field
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
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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?

Section	Changed field
Cross-listed Course	Is this a cross-listed course?
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	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD084C	DMTD084C
	Course Control Number	CCC000573789	CCC000573789
	Course Title (CB02)	CNC Lathes-Horizontal Mill-4th Axis Rotary-Programming Operations	CNC Lathes-Horizontal Mill-4th Axis Rotary-Programming Operations
	Short Course Title	CNC LATHES-HORIZ MILL-4TH AXIS	CNC LATHES-HORIZ MILL-4TH AXIS
	TOP Code (CB03)	0956.00	0956.00 Manufacturing and Industrial Technology
	CIP Code	Manufacturing Engineering Technology/Technician	15.0613 Manufacturing Engineering Technology/Technician
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	Effective Term	Fall 2021	Fall 2024 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	CNC lathe tool path programming using G&M code format, including tool orientation, compensation and canned cycles. Programming for CNC horizontal machining centers and 4th axis rotary tables. Horizontal machining center and lathe controller functions, setup and operations. Fixture design for mills and lathes; base plate layout, supporting, locating, and clamping practices.	<u>This CNC course focuses on multiple disciplines in an advanced manufacturing facility.&nbsp; Included in this course is</u> CNC lathe tool path programming using G&M <u>G&M</u> code format, including tool orientation, compensation and compensation, canned cycles. Programming cycles, programming for CNC horizontal machining centers and 4th axis rotary tables. <u>Students will learn</u> Horizontal machining center and lathe controller functions, setup and operations. Fixture design for mills and lathes; base plate layout, supporting, locating, and clamping practices. <u>practices is also included in this course.</u>
!	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"> Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This advanced CNC horizontal mill and lathe class is a major employment preparation CTE course for our Design and Manufacturing Technologies day and evening programs. It is a CSU transferable course. It is intended to better prepare students for work in the manufacturing and machining industry in the area of CNC programming, set up and operation as advised by our industry advisory committee. This course is also part of the CNC Machinist degree and certificate in the Design and Manufacturing Technologies program.	This advanced CNC horizontal mill and lathe class is a major employment preparation CTE course for our Design and Manufacturing Technologies day and evening programs. It is a CSU transferable course. It is intended to better prepare students for work in the manufacturing and machining industry in the area of CNC programming, set up and operation as advised by our industry advisory committee. This course is also part of the CNC Machinist degree and certificate in the Design and Manufacturing Technologies program.

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 MCNC D075C.)	(Formerly MCNC D075C.)


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>

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
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	Stand-Alone Statement	No value	
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UC Transferable and/or Lower-Division Major Requirement

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

Changed	Field	Current Version	Proposed Version
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Course is
part of a
program

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

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

Associated Program	CNC Machinist
Award Type	Associate in Science (A.S.) Degree

Associated Program	CNC Machinist
Award Type	Associate in Science (A.S.) Degree

Associated Program	CNC Machinist (In Development)
Award Type	Associate in Science (A.S.) Degree

Associated Program	CNC Machinist (In Development)
Award Type	Associate in Science (A.S.) Degree

Associated Program	CNC Research and Development Machinist
Award Type	Associate in Science (A.S.) Degree

Associated Program	CNC Research and Development Machinist
Award Type	Associate in Science (A.S.) Degree

Associated Program	CNC Research and Development Machinist
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CNC Research and Development Machinist
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CNC Research and Development Machinist (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CNC Research and Development Machinist (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Changed	Field	Current Version	Proposed Version
		Associated Program CNC Research and Development Machinist (In Development)	Associated Program CNC Research and Development Machinist (In Development)
		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	3	3
	Lecture Hours - Out of Class	6	6
	Laboratory Hours - In Class	6	6

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	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	108	108
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

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

Credit / Non-Credit Options


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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5


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

Specifications			
Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<div> <div>Methods of Instruction</div> <div> <div>Methods of Instruction</div> <div> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises </div> </div> </div>	<div> <div>Methods of Instruction</div> <div> <div>Methods of Instruction</div> <div> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises </div> </div> </div>

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Write Computer Numerical Control Programs for Lathes, Horizontal Mills and 4th Axis Rotary tables and fixtures. 2. Take home worksheets involving calculations relating to process planning for CNC horizontal machining centers and CNC lathes. 3. Readings from textbooks, references and trade journals related to lecture material and lab demonstrations. 	<ol style="list-style-type: none"> 1. Write Computer Numerical Control Programs for Lathes, Horizontal Mills and 4th Axis Rotary tables and fixtures. 2. Take home worksheets involving calculations relating to process planning for CNC horizontal machining centers and CNC lathes. 3. Readings from textbooks, references and trade journals related to lecture material and lab demonstrations.

Changed	Field	Current Version	Proposed Version
!	Methods of Evaluation	<div> <p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> Examinations covering lecture material and lab demonstrations Evaluation of take home worksheets for correctness, completeness and technique. Completion and correct use of format and word address structure in programming exercises Final exam that requires students to analyze and apply concepts examined throughout the course. </div>	<div> <p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> Examinations covering lecture material and lab demonstrations Evaluation of take home worksheets for correctness, completeness and technique. Completion and correct use of format and word address structure in programming exercises Final exam that requires students to analyze and apply concepts examined throughout the course. </div>
!	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> None. <p>Essential College Facilities:</p> <ul style="list-style-type: none"> CNC programming computer lab. CNC lathes, horizontal machining center and 4th axis rotary table 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> None <p>Essential College Facilities:</p> <ul style="list-style-type: none"> CNC programming computer lab. CNC lathes, horizontal machining center and 4th axis rotary table

Changed	Field	Current Version	Proposed Version																				
❗	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Peter Smid, "CNC Programming Handbook" 3rd Edition. Industrial Press, 2008.</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	Peter Smid, "CNC Programming Handbook" 3rd Edition. Industrial Press, 2008.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Design and Manufacturing Technologies 84C Handbook</td></tr><tr><td>Author</td><td>Design and Manufacturing Technologies Staff</td></tr><tr><td>Publisher</td><td>De Anza College, Cupertino, CA.</td></tr><tr><td>Date/Edition</td><td>2024 / Version A</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Design and Manufacturing Technologies 84C Handbook	Author	Design and Manufacturing Technologies Staff	Publisher	De Anza College, Cupertino, CA.	Date/Edition	2024 / Version A	ISBN	No value
		Title	No value																				
		Author	Peter Smid, "CNC Programming Handbook" 3rd Edition. Industrial Press, 2008.																				
		Publisher	No value																				
		Date/Edition	No value																				
		ISBN	No value																				
		Title	Design and Manufacturing Technologies 84C Handbook																				
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		Publisher	De Anza College, Cupertino, CA.																				
		Date/Edition	2024 / Version A																				
		ISBN	No value																				
		<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>DMT Faculty, "DMT 84C CNC Programming Manual", Cupertino, CA.,De Anza College, 2015.</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	DMT Faculty, "DMT 84C CNC Programming Manual", Cupertino, CA.,De Anza College, 2015.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>CNC Manufacturing Technology</td></tr><tr><td>Author</td><td>Rick Calvery</td></tr><tr><td>Publisher</td><td>Goodheart - Wilcox , Tinly Park, IL</td></tr><tr><td>Date/Edition</td><td>2025 / 2nd Edition</td></tr><tr><td>ISBN</td><td>979-8-88817-441-8</td></tr></table>	Title	CNC Manufacturing Technology	Author	Rick Calvery	Publisher	Goodheart - Wilcox , Tinly Park, IL	Date/Edition	2025 / 2nd Edition	ISBN	979-8-88817-441-8
Title	No value																						
Author	DMT Faculty, "DMT 84C CNC Programming Manual", Cupertino, CA.,De Anza College, 2015.																						
Publisher	No value																						
Date/Edition	No value																						
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Title	CNC Manufacturing Technology																						
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Date/Edition	2025 / 2nd Edition																						
ISBN	979-8-88817-441-8																						

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<div> <div> Reading List </div> <div> Mike Mattson, "CNC Programming: Principles and Applications" 2nd Edition. Cengage Learning, 2009. </div> </div> <div> <div> May include, but are not limited to </div> <div> No value </div> </div>	No value
		<div> <div> Reading List </div> <div> HAAS Automation. "HAAS CNC Lathe Operators Manual". Oxnard,CA. HAAS Automation, 2015 </div> </div> <div> <div> May include, but are not limited to </div> <div> No value </div> </div>	
		<div> <div> Reading List </div> <div> HAAS Automation. "HAAS CNC Horizontal Mill Operators Manual". Oxnard,CA. HAAS Automation, 2015 </div> </div> <div> <div> May include, but are not limited to </div> <div> No value </div> </div>	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Setup, operate and edit CNC horizontal machining centers. • Plan and describe typical process planning for horizontal machining centers. • Write programs for CNC lathes. • Setup, operation and editing of CNC lathes. • Describe fixture design theories for lathe, milling machine and inspection operations. • Write G&M code programs for rotary 4th axis machining on a milling machine. 	<ul style="list-style-type: none"> • Setup, operate and edit CNC horizontal machining centers. • Plan and describe typical process planning for horizontal machining centers. • Write programs for CNC lathes. • Setup, operation and editing of CNC lathes. • Describe fixture design theories for lathe, milling machine and inspection operations. • Write G&M code programs for rotary 4th axis machining on a milling machine.

CSLOs

CSLOs Demonstrate the set up and operation of lathes, horizontal machining centers, and rotary axis.

Expected SLO Performance

0.0

CSLOs Demonstrate the set up and operation of lathes, horizontal machining centers, and rotary axis.

Expected SLO Performance

0.0

CSLOs Create word-address programs to successfully construct projects using lathes, horizontal machining centers, and rotary axis.

Expected SLO Performance

0.0

CSLOs Create word-address programs to successfully construct projects using lathes, horizontal machining centers, and rotary axis.

Expected SLO Performance

0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Setup, operate and edit CNC horizontal machining centers. <ol style="list-style-type: none"> 1. Compare axis, work-holding and table differences to vertical machines. 2. Mount and align fixtures or parts. 3. Set work, fixture, and tool length offsets. 4. Write programs using G&M codes. 5. Download programs into the CNC controller. 6. Translate and execute instructions from a Setup Sheet. 7. Mount tools in appropriate holders and load into tool changer. 8. Perform a dry run checking all necessary parameters. 9. Analyze and edit programs using G&M codes where required. 2. Plan and describe typical process planning for horizontal machining centers. <ol style="list-style-type: none"> 1. Describe the applications for rotary table, tombstones, and pallet changes. 2. Describe machining procedures for multiple surfaces and parts. 3. Incorporate multiple fixtures and operations for work flow efficiency. 4. Select appropriate fixtures based on part geometry and cost. 5. Select appropriate cutting tools based on material, efficiency, tool life and cost. 6. Write operation setup sheets for machining 	<ol style="list-style-type: none"> 1. Setup, operate and edit CNC horizontal machining centers. <ol style="list-style-type: none"> 1. Compare axis, work-holding and table differences to vertical machines. 2. Mount and align fixtures or parts. 3. Set work, fixture, and tool length offsets. 4. Write programs using G&M codes. 5. Download programs into the CNC controller. 6. Translate and execute instructions from a Setup Sheet. 7. Mount tools in appropriate holders and load into tool changer. 8. Perform a dry run checking all necessary parameters. 9. Analyze and edit programs using G&M codes where required. 2. Plan and describe typical process planning for horizontal machining centers. <ol style="list-style-type: none"> 1. Describe the applications for rotary table, tombstones, and pallet changes. 2. Describe machining procedures for multiple surfaces and parts. 3. Incorporate multiple fixtures and operations for work flow efficiency. 4. Select appropriate fixtures based on part geometry and cost. 5. Select appropriate cutting tools based on material, efficiency, tool life and cost. 6. Write operation setup sheets for machining

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

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | typical components. | typical components. |
| | 3. Write programs for CNC lathes. | 3. Write programs for CNC lathes. |
| | 1. Create code for lathe canned cycles such as rough, finish, grooving and threading. | 1. Create code for lathe canned cycles such as rough, finish, grooving and threading. |
| | 2. Calculate RPM and feed rates. | 2. Calculate RPM and feed rates. |
| | 3. Apply correct tool orientation. | 3. Apply correct tool orientation. |
| | 4. Setup, operation and editing of CNC lathes. | 4. Setup, operation and editing of CNC lathes. |
| | 1. Set work and tool offsets. | 1. Set work and tool offsets. |
| | 2. Download programs into the CNC controller. | 2. Download programs into the CNC controller. |
| | 3. Translate and execute instructions from a Setup Sheet. | 3. Translate and execute instructions from a Setup Sheet. |
| | 4. Mount tools in appropriate holders and load into tool changer. | 4. Mount tools in appropriate holders and load into tool changer. |
| | 5. Perform a dry run checking all necessary parameters. | 5. Perform a dry run checking all necessary parameters. |
| | 6. Analyze and edit programs using G&M codes where required. | 6. Analyze and edit programs using G&M codes where required. |
| | 5. Describe fixture design theories for lathe, milling machine and inspection operations. | 5. Describe fixture design theories for lathe, milling machine and inspection operations. |
| | 1. Explain location methods based on component datums and tolerances. | 1. Explain location methods based on component datums and tolerances. |
| | 2. Describe fixture base plate design to accommodate locators, clamps and accessories. | 2. Describe fixture base plate design to accommodate locators, clamps and accessories. |
| | 3. Select locators for flat, cylindrical and irregular surfaces and holes. | 3. Select locators for flat, cylindrical and irregular surfaces and holes. |
| | 4. Describe fixture clamps; types, applications, placement and operation. | 4. Describe fixture clamps; types, applications, placement and operation. |
| | 5. Illustrate the requirements and uses for pushers, jacks and other support components. | 5. Illustrate the requirements and uses for pushers, jacks and other support components. |

Changed	Field	Current Version	Proposed Version
		6. Explain the uses for soft tooling such as soft jaws, collets and mandrels. 7. Describe accessories such as dowel pins, fixture keys and threaded inserts. 8. Contrast the construction and advantages between dedicated and modular fixtures. 6. Write G&M code programs for rotary 4th axis machining on a milling machine. 1. Describe typical 4th axis uses and applications. 2. Write G&M code for positioning and transform-rotation operations. 3. Write G&M code for cylindrical and conical helix operations. 4. Verify 4th axis operations.	6. Explain the uses for soft tooling such as soft jaws, collets and mandrels. 7. Describe accessories such as dowel pins, fixture keys and threaded inserts. 8. Contrast the construction and advantages between dedicated and modular fixtures. 6. Write G&M code programs for rotary 4th axis machining on a milling machine. 1. Describe typical 4th axis uses and applications. 2. Write G&M code for positioning and transform-rotation operations. 3. Write G&M code for cylindrical and conical helix operations. 4. Verify 4th axis operations.

Lab Component in this Course

Yes


Yes

Lab Outline

1. CNC horizontal mill operations
2. Horizontal mill machining work flow
3. CNC lathe programming
4. CNC lathe operations
5. Fixtures
6. Rotary 4th axis milling

1. CNC horizontal mill operations
2. Horizontal mill machining work flow
3. CNC lathe programming
4. CNC lathe operations
5. Fixtures
6. Rotary 4th axis milling

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	DMT D084A or equivalent work experience	DMT D084A

Changed	Questions	Current Version	Proposed Version
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	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	2AT	No Value
❗	Catalog Term (21-22)	21-22	No Value
❗	5 Year Revision Year (2021)	2019	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2017	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 084C	DMT 084C
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	DMT	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

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 lecture, six hours laboratory (108 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	Sports/Physical Education Course Indicator	N	No Value
❗	COA Code	C	No Value
❗	Fund Code	114000	No Value
❗	Organization Code	236502	No Value
❗	Account Code	1320	No Value
❗	Program Code	095600	No Value
❗	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2017 to 2019 per redistribution) 	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2017 to 2019 per redistribution)
❗	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;</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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Demonstrate
appropriate
grammar usage and
mechanics.

No Value

No Value

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

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

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

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

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

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DMTD084C
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000573789

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
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	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
CO	Hybrid Approval Date (MM/DD/YYYY)
Course Justification	Course Justification

General Information			
Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Mi Chang	• Alicia De Toro
	Course ID (CB01A and CB01B)	E SD002.	E SD002.
	Course Control Number	CCC000163543	CCC000163543
	Course Title (CB02)	Introduction to Sustainability	Introduction to Sustainability
	Short Course Title	INTRO TO SUSTAINABILITY	INTRO TO SUSTAINABILITY
	TOP Code (CB03)	0302.00	0302.00 Environmental Studies
	CIP Code	Environmental Studies	03.0103 Environmental Studies
	Department	E S - Environmental Studies	E S - Environmental Studies
❗	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	Course Description	An introduction to sustainability through environmental, social, and economic evaluation. Students will learn the influence of societal resource use, distribution, and waste on earth. Climate change, power dynamics, and leadership are observed as influences on sustainability.	An introduction to sustainability through Sustainability. <u>involves balancing environmental, social, and economic evaluation. Students systems to benefit current and future generations. This course will learn- focus on individual and systemic responsibility and highlight the influence interconnectedness of societal resource use, distribution, human, and waste on earth. Climate change, power dynamics, environmental systems, the importance of justice for future generations, and leadership are observed as influences on sustainability. the need for tailored solutions that consider cultural influences.</u>
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	• Hybrid	• Online • Hybrid

Faculty Requirements

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

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course if CSU and UC transferable. This course meets a general education requirement for De Anza. Students are provided an introduction to sustainability in this course.	This course if <u>is</u> CSU and UC transferable. This course <u>meets is</u> a general education requirement for De Anza. Students are provided an introduction <u>Anza and Cal-GETC GE. It belongs to the Leadership and Social Change Certificate of Achievement. This course provides the foundational framework necessary to understanding sustainability in this course: as a societal goal.</u>

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

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

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

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

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	No value	

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

Associated Programs			

Changed	Field	Current Version		Proposed Version	
	Course is part of a program	Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	CSU GE (In Development)	Associated Program	CSU GE (In Development)
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Leadership and Social Change	Associated Program	Leadership and Social Change
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Leadership and Social Change	Associated Program	Leadership and Social Change
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Leadership and Social Change (In Development)	Associated Program	Leadership and Social Change (In Development)
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><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.2G5X - Approved.2G7B - 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.2G5X - Approved.2G7B - Approved.	-	No value	<table><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.2G5X - Approved.2G7B - 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.2G5X - Approved.2G7B - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none">2G3X - Approved.2G4X - Approved.2G5X - Approved.2G7B - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none">2G3X - Approved.2G4X - Approved.2G5X - Approved.2G7B - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<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	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	<div><div>Methods of Instruction</div><div>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects (Stewardship activities)</div></div>	<div><div>Methods of Instruction</div><div>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussions and problem-solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning</div></div>

Changed	Field	Current Version	Proposed Version																				
	Assignments	<div>1. Assignments including reading, videos, and podcasts for assessment of information literacy.</div> <div>2. Assess and evaluate assigned content in group discussions</div> <div>3. Reflect and build upon in class group based activities, including stewardship activities in the Kirsch Center community.</div> <div>4. Writing assignments involving summary, synthesis and critical analysis of assigned content.</div> <div>5. Final assessment of a group project with deliverable such as presentation, poster, or digital submission.</div>	<div>1. Assignments include reading, videos, and podcasts for assessment of information literacy.</div> <div>2. Modular activities involving summary, synthesis and critical analysis of assigned content.</div> <div>3. The class project will serve as a cumulative final assessment. The project will result in a deliverable such as a presentation, a poster, a report, etc., with references in MLA format, and free from grammatical and syntactical errors. The project process includes written, oral communication, and collaboration.</div>																				
	Methods of Evaluation	<div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Completion of written assignments and group work evaluated for student comprehension and reflection.</div><div>2. Completion of team project evaluated for student comprehension.</div><div>3. A final assessment requiring students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts examined throughout the course.</div><div>4. Successful completion of in class participation in group based activities, including stewardship activities in the Kirsch Center community.</div></div></div></div>	<div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Completion of assignment submissions and work evaluated for student comprehension.</div><div>2. Successful completion of assigned activities.</div><div>3. Completion of project evaluated for student comprehension.</div></div></div></div>																				
	Essential Student Materials/Essential College Facilities	<div>Essential Student Materials:</div> <div><div>None.</div></div> <div>Essential College Facilities:</div> <div><div>Kirsch Center and surrounding gardens</div></div>	<div>Essential Student Materials:</div> <div><div>None</div></div> <div>Essential College Facilities:</div> <div><div>Kirsch Center and surrounding gardens</div></div>																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Sustainability: A Comprehensive Foundation - OpenStax CNX. (n.d.). Retrieved April 14, 2018, from https://cnx.org/contents/F0Hv_Zza@43.5:HdWd2hN5@2/Foreword</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	Sustainability: A Comprehensive Foundation - OpenStax CNX. (n.d.). Retrieved April 14, 2018, from https://cnx.org/contents/F0Hv_Zza@43.5:HdWd2hN5@2/Foreword	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Sustainability: A Comprehensive Foundation</td></tr><tr><td>Author</td><td>Tom Theis and Jonathan Tomkin</td></tr><tr><td>Publisher</td><td>OpenStax CNX</td></tr><tr><td>Date/Edition</td><td>2022</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Sustainability: A Comprehensive Foundation	Author	Tom Theis and Jonathan Tomkin	Publisher	OpenStax CNX	Date/Edition	2022	ISBN	No value
Title	No value																						
Author	Sustainability: A Comprehensive Foundation - OpenStax CNX. (n.d.). Retrieved April 14, 2018, from https://cnx.org/contents/F0Hv_Zza@43.5:HdWd2hN5@2/Foreword																						
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Title	Sustainability: A Comprehensive Foundation																						
Author	Tom Theis and Jonathan Tomkin																						
Publisher	OpenStax CNX																						
Date/Edition	2022																						
ISBN	No value																						

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<div><div>Reading List</div><div>Fleischman, P. (2014). Eyes Wide Open: Going Behind the Environmental Headlines. Candlewick Press.</div></div>	No value
		<div><div>May include, but are not limited to</div><div>No value</div></div>	
		<div><div>Reading List</div><div>Diamond, J. M. (2011). Collapse: How societies choose to fail or succeed. New York: Viking.</div></div>	
		<div><div>May include, but are not limited to</div><div>No value</div></div>	
		<div><div>Reading List</div><div>Barnosky, A. D., & Hadly, E. A. (2016). Tipping Point for Planet Earth: How Close Are We to the Edge? Thomas Dunne Books.</div></div>	
		<div><div>May include, but are not limited to</div><div>No value</div></div>	
		<div><div>Reading List</div><div>McNeill, J. R. (2000). Something new under the sun: An environmental history of the twentieth-century world. New York: W.W. Norton & Company.</div></div>	
		<div><div>May include, but are not limited to</div><div>No value</div></div>	
		<div><div>Reading List</div><div>Agyeman, J., Bullard, R. D., & Evans, B. (2003). Just sustainabilities: Development in an unequal world. London: Earthscan.</div></div>	
		<div><div>May include, but are not limited to</div><div>No value</div></div>	
		<div><div>Reading List</div><div>Chevat, R., & Pollan, M. (2009). The omnivore's dilemma: The secrets behind what you eat. New York: Dial Books.</div></div>	
		<div><div>May include, but are not limited to</div><div>No value</div></div>	
		<div><div>Reading List</div><div>Best, J. (2018). American nightmares: Social problems in an anxious world.</div></div>	
		<div><div>May include, but are not limited to</div><div>No value</div></div>	
		<div><div>Reading List</div><div>Fleischman, P. (2014). Eyes Wide Open: Going Behind the Environmental Headlines. Candlewick Press.</div></div>	
		<div><div>May include, but are not limited to</div><div>No value</div></div>	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">• Evaluate the components of sustainability studies.• Analyze different human societies through a sustainability lens.• Explore how individual choices are limited by institutionalized powers with regards to natural resources such as air, water, nutrients and energy.• Examine the human dimensions of sustainability, including history, culture and ethics.• Examine sustainable infrastructure.• Analyze theories of societal collapse.• Examine the relationship between resource degradation, climate change, and the role of humans in society.• Compare and contrast human land use ethics in world cultures.• Formulate recommendations on policy direction for sustainable societies at a local, national, or international level.• Analyze and explore sustainable solutions at a local, federal, and global level through case studies.	<ul style="list-style-type: none">• Evaluate sustainability• Analyse systems of thinking in sustainability• Explore justice and future generations• Examine diverse approaches to sustainability.• Examine personal and collective action.• Analyse environmental tipping points and resilience.• Analyze Climate Change and Fossil Fuels.• Evaluate Biodiversity and Conservation.• Examine Water Management and Sustainability.



CSLOs

CSLOs	Analyze an environmental (or societal) issues through the lens of sustainable development theory.
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Expected SLO Performance	0.0
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CSLOs	Analyze the connection between sustainability and food production.
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Expected SLO Performance	0.0
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CSLOs	Analyze the connection between sustainability and food production.
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Expected SLO Performance	0.0
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CSLOs	Analyze the connection between sustainability and climate change.
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Expected SLO Performance	0.0
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Course Outline



Course Content

1. Evaluate the components of sustainability studies.
 1. Explore sustainability development theory.
 2. Assess the environmental, economic, and social spheres and influence on sustainability studies.
 3. Analyse problem-solving, metrics, and tools for sustainability.
 4. Assess the challenges for sustainability.
2. Analyze different human societies through a sustainability lens.
 1. Explore resources use and consumption, inputs.
 2. Examine waste outputs, including solid and liquid waste.
 3. Analyze food, housing, and transport accessibility and equity.
3. Explore how individual choices are limited by institutionalized powers with regards to natural resources such as air, water, nutrients and energy.
 1. Analyze the structural power dynamics and the human and natural resource based energy demands of global production of goods, including food.
 2. Assess institutional water processes, including impacts of privatization, utilization of public lands for acquisition, and inequities that result from leadership decisions, such as the case of Flint, Michigan.
 3. Examine power systems influencing energy, pollution, and climate.
4. Examine the human dimensions of sustainability, including history, culture and ethics.
 1. Assess our habits of consumption to the long history of human social development on evolutionary time scale, including the period of industrialization of nature (1500 to present).
 2. relate our habits of consumption to the long history of human social development on evolutionary time scales.
 3. Explore systems literacy, how it is tailored specifically to the understanding and remedy of environmental problems, and the ways in which it differs from traditional disciplinary approaches to academic learning.
5. Examine sustainable infrastructure.
 1. Explore components necessary in achieving sustainability, such as energy, transportation, food, and waste practices.
 2. Assess the barriers to achieving sustainable cities.
6. Analyze theories of societal collapse.
 1. Identify factors that contribute to collapse such as climate change, hostile neighbours, collapse of essential trading partners, environmental problems, and failure to adapt to environmental issues.
 2. Analyze theory of geographic determinism.
7. Examine the relationship between resource degradation, climate change, and the role of humans in society.
 1. Examine developed versus developing societies environmental impacts.
 2. Assess the correlation between lifestyle and the impact on natural resource consumption and global environmental impacts.

1. Evaluate Sustainability
 1. Explain the concept of sustainability and its significance in balancing environmental, social, and economic systems for current and future generations.
 2. Discuss the historical context of unsustainable practices and their impact on the climate, emphasizing the role of individual and systemic responsibility in driving change.
2. Analyze Systems Thinking in Sustainability
 1. Analyze the interconnectedness of human and environmental systems, recognizing that disruptions in one area can affect the entire system.
 2. Evaluate the impact of human-made decisions on environmental systems and the necessity of the precautionary principle in sustainability efforts.
3. Explore Justice and Future Generations
 1. Explore the concepts of inter- and intra-generational justice, and discuss the rights of future generations in relation to current environmental actions.
 2. Investigate the complexities of sustainable solutions, including the ethical implications of production processes and their effects on social justice.
4. Examine Diverse Approaches to Sustainability
 1. Recognize that sustainability solutions must be tailored to the unique values and needs of different communities, avoiding a "one-size-fits-all" approach.
 2. Assess various models of sustainability and their effectiveness in addressing interconnected global issues, highlighting cultural influences on sustainability practices.
5. Examine Personal and Collective Action
 1. Identify achievable sustainability goals and understand the importance of individual actions in contributing to broader societal sustainability efforts.
 2. Discuss trade-offs in sustainability, examining how different measurements of progress (e.g., GDP vs. Gross National Happiness Index) can impact decision-making.
6. Analyze Environmental Tipping Points and Resilience
 1. Define environmental tipping points and their implications for climate change, emphasizing the significance of collective action and social tipping points in promoting sustainable practices.
 2. Explain strategies for building resilience in vulnerable systems and the importance of adaptive change management in sustainability efforts.
7. Analyze Climate Change and Fossil Fuels
 1. Examine the historical use of fossil fuels and their impact on climate change, discussing current global efforts to transition towards renewable energy sources.
 2. Analyze the challenges faced in adopting renewable energy and the progress being made in the sector.
8. Evaluate Biodiversity and Conservation
 1. Explore the importance of biodiversity for ecosystem stability and the current threats

Changed	Field	Current Version	Proposed Version
		<p>8. Compare and contrast human land use ethics in world cultures.</p> <ol style="list-style-type: none"> 1. Examine ethics associated with developed and developing societies. 2. Assess environmental elitism. <p>9. Formulate recommendations on policy direction for sustainable societies at a local, national, or international level.</p> <ol style="list-style-type: none"> 1. Investigate ideologies necessary for sustainable strategy implementation. 2. Investigate policies and programs necessary for sustainable strategy implementation. <p>10. Analyze and explore sustainable solutions at a local, federal, and global level through case studies.</p> <ol style="list-style-type: none"> 1. Explore case studies at each level. 2. Compare and contrast sustainable approaches to counter the degradation of the earth's natural resources 	<p>posed by human activities.</p> <ol style="list-style-type: none"> 2. Investigate conservation efforts, including the role of Indigenous communities and organizations in preserving biodiversity. <p>9. Examine Water Management and Sustainability</p> <ol style="list-style-type: none"> 1. Assess historical and current challenges in water management, emphasizing the need for equitable access to clean water. 2. Identify sustainable solutions for water management and the importance of community awareness in promoting responsible water use.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
❗	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	C. Explore Justice and Future Generations 1. Explore the concepts of inter- and intra-generational justice, and discuss the rights of future generations relative to current environmental actions. 2. Investigate the complexities of sustainable solutions, including the ethical implications of production processes and their effects on social justice.
❗	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	B. Analyze Systems Thinking in Sustainability 1. Analyze the interconnectedness of human and environmental systems, recognizing that disruptions in one area can affect the entire system. 2. Evaluate the impact of human-made decisions on environmental systems and the necessity of the precautionary principle in sustainability efforts.
❗	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Final assessment of a group project with a deliverable such as a presentation, a poster, or other digital submission with reference in MLA format and free from grammatical and syntactical errors.
❗	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Final assessment of a group project with a deliverable such as a presentation, a poster, or other digital submission with reference in MLA format and free from grammatical and syntactical errors.
❗	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	D. Examine Diverse Approaches to Sustainability 1. Recognize that sustainability solutions must be tailored to the unique values and needs of different communities, avoiding a "one-size-fits-all" approach. 2. Assess various models of sustainability and their effectiveness in addressing interconnected global issues, highlighting cultural influences on sustainability practices.

B-Matrix Form

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

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	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

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


G-Matrix Form

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

H-Matrix Form

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

De Anza GE Form


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

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	<p>The class project will serve as a cumulative final assessment. The project will result in a deliverable such as a presentation, a poster, a report, etc., with references in MLA format, and free from grammatical and syntactical errors. The project process includes written, oral communication, and collaboration.</p>
	<p>! Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>F. Analyze Environmental Tipping Points and Resilience</p>
	<p>! Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>C. Explore Justice and Future Generations 1. Explore the concepts of inter- and intra-generational justice, and discuss the rights of future generations relative to current environmental actions. 2. Investigate the complexities of sustainable solutions, including the ethical implications of production processes and their effects on social justice.</p>
	<p>! Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>A. Explore Justice and Future Generations 2. Explore the concepts of inter- and intra-generational justice, and discuss the rights of future generations relative to current environmental actions. Investigate the complexities of sustainable solutions, including the ethical implications of production processes and their effects on social justice.</p>
	<p>! Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>B. Analyze Systems Thinking in Sustainability 1. Analyze the interconnectedness of human and environmental systems, recognizing that disruptions in one area can affect the entire system. 2. Evaluate the impact of human-made decisions on environmental systems and the necessity of the precautionary principle in sustainability efforts.</p>

Comments

Changed	Questions	Current Version	Proposed Version			
	Stage 2: Department Chair	No Value	No Value			
!	Stage 3: Division Curriculum Representative	No Value	DateTab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed
			3/12	Basic course info	Course description required	Please use only complete sentences State ONE degree or program this course applies to Please use individual fields provided for author, title, etc.
					Course justification required	
				Specifications	Examples of texts	required
	Stage 4: Division Dean	No Value	No Value			
	Stage 5: SLO Coordinator	No Value	No Value			
	Stage 7: Content Review Matrix Liaison	No Value	No Value			
	Stage 8: Dean of Online Learning	No Value	No Value			
	Stage 9: Articulation Officer	No Value	No Value			
	Stage 10: De Anza General Education	No Value	No Value			
	Stage 13: Curriculum Committee	No Value	No Value			

CO						
Changed	Questions	Current Version	Proposed Version			
	Sort ID (00 < 10; 0 < 100)	E S 002	E S 002			
	Course Status	Non-substantial	Non-substantial			
	Course Characteristics	NA	NA			
	Cross-Listed/Related Course Information	NA	NA			
	Cross-Listed/Related Course ID's	No Value	No Value			
	DL Approval Date (MM/DD/YYYY)	No Value	No Value			

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	10/02/2018	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Confirmed removal of Hybrid delivery 10/2/18.-mkct Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> Confirmed removal of Hybrid delivery 10/2/18.-mkct Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	E SD002.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000163543

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

Course Outline of Record Report

05/08/2025

ELITD011. : Introduction to Poetry

General Information

Faculty Initiator:	<ul style="list-style-type: none">• Veronica Acevedo Avila• Quigley, Jill
Attachments:	Hybrid_ELIT_11_2026F.pdf Online_ELIT_11_2026F.pdf
Course ID (CB01A and CB01B) :	ELITD011.
Short Course Title:	INTRODUCTION TO POETRY
Course Title (CB02) :	Introduction to Poetry
Department:	ELIT - English Literature
Effective Term:	Fall 2026
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000319505
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	<p>This course is a critical and creative examination of the language and study of poetry through the lens of diverse perspectives, genres, and styles. Students will explore poetry ranging from classical to contemporary through global, historical, theoretical, and cultural vantage points. Through close examination of poetic devices, forms, and movements, the course invites students to engage in critical reading and writing skills focused on how poems produce meaning and why. The foundation of this course is the belief that poetry is one of the irreplaceable arts whose power and pleasure are open to all engaged students with an inclination to understand and savor them.</p>
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">• English
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - ENGLISH

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

CSU GE

Certificate of Achievement-Advanced (COA-A)

Fall 2024

CSU GE (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2025

Cal-GETC (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2025

English

Associate in Arts (A.A.) Degree

Fall 2024

English (In Development)

Associate in Arts (A.A.) Degree

Fall 2025

English for Transfer

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

Fall 2024

English for Transfer (In Development)

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

Fall 2025

IGETC

Certificate of Achievement-Advanced (COA-A)	Fall 2024	
IGETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2024
Liberal Arts (Arts and Letters Emphasis) (In Development)	Associate in Arts (A.A.) Degree	Fall 2025

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Approved	No value	No value	No - defined.

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

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

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Quiz and examination review performed in class
Homework and extended projects

Guest speakers
Collaborative learning and small group exercises
Collaborative projects

Assignments

- A. Students will read a substantial and varied offering of epic, lyric, narrative, dramatic, and/or experimental poetry.
- B. Students will prepare for class discussions by preparing analyses and questions related to assigned readings, and they will also learn to develop conclusions, theories, and hypotheses in response to assigned readings.
- C. Students will write at least 2,500 words during the quarter. Of this total:
 - 1. At least 1,000 must be an analytical, argumentative, or critical essay about the assigned reading and must demonstrate some achievement of course goals.
 - 2. The remaining writing requirement
 - a. Must be fulfilled in a midterm exam, formal written responses to assigned readings, and a presentation project.
 - b. May also be drawn from a variety of other activities such as quizzes, journals, reports, paraphrases, additional informal essays, and/or original poems.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Students will be evaluated largely on the basis of critical essays that demonstrate through clear, logical, and precise prose their understanding of poetry's cultural value and/or artistic synthesis of technique and theme (form and content).
- B. Students will be evaluated based on their performance on quizzes, examinations, oral presentations, and active class and small-group participation in order to demonstrate through logical and precise articulation of ideas their understanding of poetry's meaning, cultural value, and artistic interplay between technique and theme (form and content).
- C. Students will be given a final assessment that may consist of an exam, a presentation, a performance, or other final project in order to demonstrate through logical and precise articulation of ideas their understanding of poetry's meaning, cultural value, and interplay between form and content.

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
Ferguson, Margaret, Salter, Mary Jo, and Kendall, Tim	"The Norton Anthology of Poetry"	Norton	6th ed. 2018.	
Mark Yakich	The Poetry Reader: An Anthology	Bloomsbury Academy Press	2025	

Gioia, Dana, and X. J. Kennedy.	"An Introduction to Poetry,"	Pearson	13th ed. 2009.
Andrew Hodgson	The Cambridge Guide to Reading Poetry	Cambridge University Press	2022
Huey, Amorak, and W. Todd Kaneko.	"Poetry: A Writer's Guide and Anthology."	Bloomsbury	2018

Suggested Reading List

Reading List

May include, but are not limited to

List

Additional Anthologies:

- Cabico, Regie, and Fonte, Brittany. *Flicker and Spark: A Contemporary Queer Anthology of Spoken Word and Poetry*
- Choi, Franny, Chin, Marilyn, Nguyen, Joshua, Teaiwa, Teresia, Trask, Haunani-Kay, Phi, Bao, No'u Revilla, Siagatonu, Terisa, eds. *We the Gathered Heat: Asian American and Pacific Islander Poetry, Performance, and Spoken Word*
- Ciurru, Carmela, ed. *Beat Poets*
- Javier Taboada, ed. *The Serpent and the Fire: Poetries of the Americas from Origins to Present*
- Lawrence Ferlinghetti, ed. *City Lights Pocket Poets Anthology*
- Limon, Ada, ed. *You Are Here: Poetry in the Natural World*
- Milosz, Czeslaw, ed. *A Book of Luminous Things: An International Anthology of Poetry*
- Perloff, Nancy, ed. *Concrete Poetry: A 21st-Century Anthology*
- Popova, Maria, ed. *The Universe in Verse: 15 Portals to Wonder Through Science & Poetry*
- Soto, Christopher, ed. *Nepantla: An Anthology Dedicated to Queer Poets of Color*

Form, Style, and Craft:

- Addonizio, Kim and Laux, Dorianne. *The Poet's Companion: A Guide to the Pleasures of Writing Poetry*
- Doty, Mark. *The Art of Description: World into Word*
- Goldsmith Wooldridge, Susan. *Poemcrazy: Freeing Your Life With Words*
- Hass, Robert. *The Little Book on Form*
- Hollander, John. *Rhyme's Reason: A Guide to English Verse*
- Oliver, Mary. *A Poetry Handbook: A Prose Guide to Understanding and Writing Poetry*
- Strand, Mark and Boland, Eavan. *The Making of a Poem: The Norton Anthology of Poetic Forms*

Poetry Collections:

- Addonizio, Kim. *A Thing Called Love*
- Angelou, Maya. *And Still I Rise*
- Barks, Coleman. *The Essential Rumi*
- Bashō (translated by Lucien Stark). *On Love and Barley: Haiku of Bashō*
- Blake, William. *Songs of Innocence and of Experience*
- Bishop, Elizabeth. *Questions of Travel*
- Brooks, Gwendolyn. *The Complete Poems*
- Chen Chen. *When I Grow Up I Want To Be A List of Further Possibilities*
- Chin, Marilyn. *Hard Love Province*
- Christensen, Inger. *Alphabet*
- Cummings, E.E. *100 Selected Poems*
- Diaz, Natalie. *Postcolonial Love Poems*
- Dickinson, Emily. *The Complete Poems of Emily Dickinson*
- Dove, Rita. *Mother Love*

- Dylan, Bob. *Lyrics*
- Eliot, T.S. *The Wasteland and Other Poems*
- Frost, Robert. *Mountain Interval*
- Gay, Ross. *Catalog of Unabashed Gratitude*
- Ginsberg, Allen. *Howl and Other Poems*
- Giovanni, Nikki. *Bicycles: Love Poems*
- Harjo, Joy. *Conflict Resolution for Holy Beings*
- Hayes, Terrance. *American Sonnets for My Past and Future Assassin and Lighthead*
- Heaney, Seamus. *Selected Poems*
- Herrera, Juan Felipe. *Every Day We Get More Illegal*
- Hoagland, Tony. *Application for the Release from the Dream*
- Hong, Park Cathy. *Engine Empire*
- Hughes, Langston. *Weary Blues* and *The Selected Poems of Langston Hughes*
- Keats, John. *Ode to a Nightingale*
- Komachi, Ono no and Izumi Shikibu (translated by Jane Hirshfield and Mariko Aratani). *The Ink Dark Moon: Love Poems*
- Li-Young Lee. *The Invention of the Darling*
- Limon, Ada. *Dead Bright Things* and *The Hurting Kind*
- Lamar, Kendrick. *Lyrics*
- Lorde, Audre. *The Collected Poems*
- Neruda, Pablo. *The Essential Neruda*
- O'Hara, Frank. *Lunch Poems*
- Oliver, Mary. *Devotions*
- Plath, Sylvia. *Ariel*
- Poe, Edgar Allan. *The Raven and Other Poems*
- Rankine, Claudia. *Citizen*
- Rich, Adrienne. *Diving into the Wreck*
- Rilke, Rainer Maria. *Letters to a Young Poet*
- Satok, Ari. *The Beautiful Chaos of Growing Up*
- Sappho. *If Not, Winter: Fragments of Sappho*
- Sexton, Anne. *To Bedlam and Part Way Back* and *All My Pretty Ones*
- Shakespeare, William. *Shakespearean Sonnets*
- Shakur, Tupac Amaru. *Lyrics*
- Shiha, Naomi. *Words Under The Words*
- Smith, Tracy K. *Life on Mars*
- Soldier, Layli Long. *Whereas*
- Som, Brandon. *Tripas: Poems*
- St. Vincent Millay, Edna. *The Selected Poetry of Edna St. Vincent Millay*
- Vuong, Ocean. *Night Sky With Exit Wounds*
- Wadsworth, William. *Lyrical Ballads*
- Waheed, Nayyirah. *Salt*
- Whitman, Walt. *Leaves of Grass*
- Williams, Carlos William. *Spring and All*
- Xie, Jenny. *Eye Level*

Learning Outcomes

Course Objectives

Explore key poetic genres

Analyze poems of various periods, points of view, and backgrounds.

Explore diverse mediums of poetry

Analyze poetry in terms of the standard critical discourse for poetry.

Apply a variety of critical perspectives in the interpretation of poetry

Examine the contribution of poetry to human culture and consciousness.

CSLOs

Identify, articulate, and evaluate poetic texts in English and in translation ranging from classical to contemporary and employing a variety of styles and techniques.

Expected SLO Performance: 0.0

Analyze poems in writing from multiple critical and cultural perspectives.

Expected SLO Performance: 0.0

Outline

Course Outline

A. Explore key poetic genres

1. Free Verse
2. Sonnet
3. Satire
4. Odes
5. Parody
6. Metaphysical poetry
7. Dramatic monologue
8. Prose poetry
9. Lyric Poetry
10. Visual Poetry
11. Elegy

B. Analyze poems of various periods, points of view, and backgrounds.

1. Black American, African, Afro-Caribbean (Haitian Americans, South American Blacks, etc.) poets
2. LGBTQ++ poets
3. Latino poets and Latin American poets
4. Asian American, Asian, Southeast Asian, and Pacific Islander poets
5. American Indigenous poets
6. British poets
7. Western European and Eastern European poets
8. Classical poets
9. Contemporary poets

C. Explore diverse mediums of poetry

1. Oral poetry
2. Recorded audio and video poetry readings and performances
3. Internet and digital poetry
4. Poetry readings

D. Analyze poetry in terms of the standard critical discourse for poetry.

1. Tone: identification and analysis of the speaker's tone of voice and its role in interpretation; tonal variation
2. Connotation: examination of word choice; levels of implied meaning beyond simple denotation
3. Imagery: Identification and analysis of sensory detail; meaning derived from image patterns
4. Metaphor: Identification and analysis of implicit and explicit methods of comparison
5. Allusion: Identification and analysis of ways in which implicit and explicit references to history, previous literature, and popular culture enrich the poems
6. Rhythm/Sound: examination of the function of musical devices in poetry, including fixed metrical patterns and organic fusions of sound and sense such as assonance and alliteration
7. Symbolism: examination of ways in which imagery embodies and conveys abstract meaning

- 8. Theme/Meaning: examination of the ways in which theme is communicated through technique
- 9. Stanza
- 10. Line
- 11. Meter

E. Apply a variety of critical perspectives in the interpretation of poetry

- 1. Cultural
- 2. Psychological
- 3. Historical
- 4. Sociopolitical
- 5. Biographical
- 6. Formal
- 7. Aesthetic
- 8. Linguistic

F. Examine the contribution of poetry to human culture and consciousness.

- 1. Examine poetry as a social and political tool within specific cultural contexts.
- 2. Examine poetry as an historical and cultural artifact by which to articulate the concerns of one's culture relative to other eras and cultures.

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):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

Methods of Evaluation: A. Students will be evaluated largely on the basis of critical essays that demonstrate clear, logical, and precise prose of their understanding of poetry's cultural value and/or artistic synthesis of technique and theme (form and content). Course Outline:

B. Analyze poems of various periods, points of view, and backgrounds 1 - 5 E. Apply a variety of critical perspectives in the interpretation of poetry 1-8 F. Examine the contribution of poetry to human culture and consciousness 1-2

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

Course Outline: F. Examine the contribution of poetry to human culture and consciousness 2. Examine poetry as an historical and cultural artifact by which to articulate the concerns of one's culture relative to other eras and cultures

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

Assignments: C. Students will write at least 2,500 words during the quarter. 1. At least 1,000 must be an analytical, argumentative, or critical essay about the assigned reading and must demonstrate some achievement of course goals Methods of Evaluation: A. Students will be evaluated largely on the basis of critical essays that demonstrate clear, logical, and precise prose of their understanding of poetry's cultural value and/or artistic synthesis of technique and theme (form and content)

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

Assignments: C. Students will write at least 2,500 words during the quarter. 1. At least 1,000 must be an analytical, argumentative, or critical essay about the assigned reading and must demonstrate some achievement of course goals 2. The remaining writing requirement must be fulfilled in a midterm exam, formal written responses to assigned readings, or a presentation project. Methods of Evaluation: A. Students will be evaluated largely on the basis of critical essays that demonstrate clear, logical, and precise prose of their understanding of poetry's cultural value and/or artistic synthesis of technique and theme (form and content)

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

Methods of Evaluation: A. Students will be evaluated largely on the basis of critical essays that demonstrate clear, logical, and precise prose of their understanding of poetry's cultural value and/or artistic synthesis of technique and theme (form and content) Assignments: C. Students will write at least 2,500 words during the quarter. 1. At least 1,000 must be an analytical, argumentative, or critical essay about the assigned reading and must demonstrate some achievement of course goals Course Outline: B. Analyze poems of various periods, points of view, and backgrounds 1-8 D. Analyze poetry in terms of the standard critical discourse for poetry 1-11 E. Apply a variety of critical perspectives in the interpretation of poetry 1-8 F. Examine the contribution of poetry to human culture and consciousness. 1-2

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

Course Outline: A. Explore key poetic genres B. Analyze poems of various periods, points of view, and backgrounds. C. Explore diverse mediums of poetry D. Analyze poetry in terms of the standard critical discourse for poetry. E. Apply a variety of critical perspectives in the interpretation of poetry F. Examine the contribution of poetry to human culture and consciousness.

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

Assignments: A. Students will read a substantial and varied offering of epic, lyric, narrative, dramatic, and/or experimental poetry. B. Students will prepare for class discussions by preparing analyses and questions related to assigned readings, and they will also learn to develop conclusions, theories, and hypotheses in response to assigned readings. C. Students will write at least 2,500 words during the quarter. Methods of Evaluation: A. Students will be evaluated largely on the basis of critical essays that demonstrate clear, logical, and precise prose of their understanding of poetry's cultural value and/or artistic synthesis of technique and theme (form and content). B. Students will be evaluated based on their performance on quizzes, examinations, oral presentations, or active class and small-group participation in order to demonstrate logical and precise articulation of ideas in their understanding of poetry's meaning, cultural value, and artistic interplay between technique and theme (form and content). C. Students will be given a final assessment that may consist of an exam, a presentation, a performance, or other final project.

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

Course Outline: A. Explore key poetic genres B. Analyze poems of various periods, points of view, and backgrounds. C. Explore diverse mediums of poetry D. Analyze poetry in terms of the standard critical discourse for poetry. E. Apply a variety of critical perspectives in the interpretation of poetry F. Examine the contribution of poetry to human culture and conscious Assignments: A. Students will read a substantial and varied offering of epic, lyric, narrative, dramatic, and/or experimental poetry. B. Students will prepare for class discussions by preparing analyses and questions related to assigned readings, and they will also learn to develop conclusions, theories, and hypotheses in response to assigned readings. C. Students will write at least 2,500 words during the quarter. Methods of Evaluation: A. Students will be evaluated largely on the basis of critical essays that demonstrate clear, logical, and precise prose of their understanding of poetry's cultural value and/or artistic synthesis of technique and theme (form and content). B. Students will be evaluated based on their performance on quizzes, examinations, oral presentations, or active class and small-group participation in order to demonstrate logical and precise articulation of ideas in their understanding of poetry's meaning, cultural value, and artistic interplay between technique and theme (form and content). C. Students will be given a final assessment that may consist of an exam, a presentation, a performance, or other final project.

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

Course Outline: B. Analyze poems of various periods, points of view, and backgrounds. C. Explore diverse mediums of poetry F. Examine the contribution of poetry to human culture and conscious

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

Course Outline: B. Analyze poems of various periods, points of view, and backgrounds. C. Explore diverse mediums of poetry F. Examine the contribution of poetry to human culture and conscious

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.)

Course Outline: F. Examine the contribution of poetry to human culture and consciousness. Assignments: A. Students will read a substantial and varied offering of epic, lyric, narrative, dramatic, and/or experimental poetry. B. Students will prepare for class discussions by preparing analyses and questions related to assigned readings, and they will also learn to develop conclusions, theories, and hypotheses in response to assigned readings. Methods of Evaluation: A. Students will be evaluated largely on the basis of critical essays that demonstrate clear, logical, and precise prose of their understanding of poetry's cultural value and/or artistic synthesis of technique and theme (form and content). B. Students will be evaluated based on their performance on quizzes, examinations, oral presentations, or active class and small-group participation in order to demonstrate logical and precise articulation of ideas in their understanding of poetry's meaning, cultural value, and artistic interplay between technique and theme (form and content).

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/24	Specifications	Examples of Primary Texts	Recommended	Could you please clarify the authors of the first text (The Norton Anthology of Poetry) since there are a lot of commas. Either First-Last name for all authors or MLA style Lastname, Firstname et al.?	Y
3/24	Outline	Course Outline A. Explore key poetic genres	Recommended	Consider changing the verb "explore" to a Blooms verb such as "examine" or "analyze." This is purely a suggestion and not a required change. https://www.deanza.edu/curriculum/guides/blooms.html (https://www.deanza.edu/curriculum/guides/blooms.html) If you make this change, please also edit the first Course Objective to match	Y
3/24	Outline	Course Outline C. Explore diverse mediums...	Recommended	Consider changing the verb "explore" to a Blooms verb such as "examine" or "analyze." This is purely a suggestion and not a required change. https://www.deanza.edu/curriculum/guides/blooms.html (https://www.deanza.edu/curriculum/guides/blooms.html) If you make this change, please also edit the third Course Objective to match	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/15/2025	Basic Course Information	Course Description	Required	The course description must be written in complete sentences. eg) "This course is..."	Y

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

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

ELIT 011

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Requisite change appr. 1/17/23 (effect. F23).-cc
- Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)


Section	Changed field
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 9: Articulation Officer
Comments	Stage 10: De Anza General Education
CO	Hybrid Approval Date (MM/DD/YYYY)

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Mi Chang	• Alicia De Toro
	Course ID (CB01A and CB01B)	E SD001.	E SD001.
	Course Control Number	CCC000341120	CCC000341120
	Course Title (CB02)	Introduction to Environmental Studies	Introduction to Environmental Studies
	Short Course Title	INTRO ENVIRON STDS	INTRO ENVIRON STDS
	TOP Code (CB03)	0302.00	0302.00 Environmental Studies
	CIP Code	Environmental Studies	03.0103 Environmental Studies
	Department	E S - Environmental Studies	E S - Environmental Studies
❗	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	Course Description	An introductory study of environmental issues, their underlying causes and potential solutions from an interdisciplinary perspective, considering science, history, culture, philosophy, and ethics, law and regulation, politics, economics, and management practices. Topics include current environmental issues related to nature/wildlife preservation, natural resource use and conservation, pollution control and prevention, and energy use and climate change. Students learn how their personal and career choices and actions can protect nature, preserve natural resources, prevent pollution, reduce energy demands and decrease climate change impacts for the benefit of current and future generations. (One field trip may be required outside of class time.)	An Environmental studies is an introductory study of environmental issues, their underlying causes- causes, and potential solutions from an interdisciplinary perspective, considering science, history, culture, philosophy, and ethics, law and regulation, politics, economics, and management practices. Topics <u>covered</u> include current environmental issues related to nature/wildlife preservation, natural resource use and conservation, pollution control and prevention, and energy use and climate change. Students learn how their personal and career choices and actions can protect nature, preserve natural resources, prevent pollution, reduce energy demands- demands, and decrease climate change impacts for the benefit of current and future generations. (One generations. One field trip may be required outside of class time-) <u>time.</u>
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	• Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	• Environmental Technologies (Environmental hazardous material technology, hazardous material abate- ment, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	<ul style="list-style-type: none"> Biological Sciences
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is a major preparation course in the area of environmental studies and meets a general education requirement for De Anza and Cal-GETC and at least one CSU or UC. The course provides students with general education foundational skills in environmental studies with a focus on the interdisciplinary study of human use of natural resources and the environment (past to present). This course belongs on the Environmental Resource Management and Pollution Prevention (elective) degree program.</p>	<p>This course is a major preparation course in the area of environmental studies and meets a general education requirement for De Anza and Cal-GETC and at least one CSU or UC. The course provides students with general education foundational skills in environmental studies with a focus on the interdisciplinary study of human use of natural resources and the environment (past to present). This course belongs on the Environmental Resource Management and Pollution Prevention (elective) degree program.</p>

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

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

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

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none">Letter GradePass/No Pass	<ul style="list-style-type: none">Letter GradePass/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	

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	<div> Associated Program CSU GE </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>	<div> Associated Program CSU GE </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>
		<div> Associated Program CSU GE (In Development) </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>	<div> Associated Program CSU GE (In Development) </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>
		<div> Associated Program Cal-GETC (In Development) </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>	<div> Associated Program Cal-GETC (In Development) </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>
		<div> Associated Program Energy Management and Building Science </div> <div> Award Type Associate in Science (A.S.) Degree </div>	<div> Associated Program Energy Management and Building Science </div> <div> Award Type Associate in Science (A.S.) Degree </div>
		<div> Associated Program Energy Management and Building Science (In Development) </div> <div> Award Type Associate in Science (A.S.) Degree </div>	<div> Associated Program Energy Management and Building Science (In Development) </div> <div> Award Type Associate in Science (A.S.) Degree </div>
		<div> Associated Program Environmental Resource Management and Pollution Prevention </div> <div> Award Type Associate in Arts (A.A.) Degree </div>	<div> Associated Program Environmental Resource Management and Pollution Prevention </div> <div> Award Type Associate in Arts (A.A.) Degree </div>
		<div> Associated Program Environmental Resource Management and Pollution Prevention (In Development) </div> <div> Award Type Associate in Arts (A.A.) Degree </div>	<div> Associated Program Environmental Resource Management and Pollution Prevention (In Development) </div> <div> Award Type Associate in Arts (A.A.) Degree </div>
		<div> Associated Program Global Studies </div> <div> Award Type Associate in Arts (A.A.) Degree </div>	<div> Associated Program Global Studies </div> <div> Award Type Associate in Arts (A.A.) Degree </div>
		<div> Associated Program Global Studies </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>	<div> Associated Program Global Studies </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>
		<div> Associated Program Global Studies (In Development) </div> <div> Award Type Associate in Arts (A.A.) Degree </div>	<div> Associated Program Global Studies (In Development) </div> <div> Award Type Associate in Arts (A.A.) Degree </div>
		<div> Associated Program Global Studies (In Development) </div>	<div> Associated Program Global Studies (In Development) </div>

Changed	Field	Current Version		Proposed Version	
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	IGETC	Associated Program	IGETC
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	IGETC (In Development)	Associated Program	IGETC (In Development)
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Political Science for Transfer	Associated Program	Political Science for Transfer
		Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program	Political Science for Transfer (In Development)	Associated Program	Political Science for Transfer (In Development)
		Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

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

Changed	Field	Current Version	Proposed Version
GE Information			
	System/Institution	Cal-GETC	System/Institution Cal-GETC
	Area(s)	<ul style="list-style-type: none"> CA4X - Approved. 	Area(s) <ul style="list-style-type: none"> CA4X - Approved.
	-	No value	- No value
	System/Institution	De Anza GE	System/Institution De Anza GE
	Area(s)	<ul style="list-style-type: none"> 2G4X - Approved. 	Area(s) <ul style="list-style-type: none"> 2G4X - Approved.
	-	No value	- No value

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

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

Specifications

Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	<div> <div>Methods of Instruction</div> <div> <div>Methods of Instruction</div> <div> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Final Assessment </div> </div> </div>	<div> <div>Methods of Instruction</div> <div>Methods of Instruction</div> </div> <div> <div>Methods of Instruction</div> <div> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects Final Assessment </div> </div>
!	Assignments	<ol style="list-style-type: none"> 1. Reading assignments from the text and other pertinent readings 2. Writing assignments involving summary, synthesis and critical analysis of data and information 3. Team project(including written summary and oral presentation) on an assigned topic 4. Completion of a Student Action Plan (personal actions aimed at reducing their environmental footprint) 5. Final assessment that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts 6. One field trip may be required outside of class time. 	<ol style="list-style-type: none"> 1. Reading, writing assignments, and other activities involving analysis and synthesis of concepts 2. Class project (including written summary and oral presentation) on an assigned topic requiring students to synthesize, integrate, and critically analyze principles and concepts, includes collaboration, written and oral communication, requires references in MLA format, free of grammatical and syntactical errors. 3. Completion of a reflective assignment encouraging students to relate content to their lives. 4. A Final assessment evaluated for student comprehension of class content
!	Methods of Evaluation	<div> <div>Methods of Evaluation</div> <div> <div>Methods of Evaluation</div> <div> <ol style="list-style-type: none"> 1. Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles (e.g., identification of public lands systems in the U.S.). 2. Completion of team project including an assessment process to evaluate student comprehension of concepts and principles (e.g., solar energy in California). 3. A final assessment (exam) that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts examined throughout the course </div> </div> </div>	<div> <div>Methods of Evaluation</div> <div>Methods of Evaluation</div> </div> <div> <div>Methods of Evaluation</div> <div> <ol style="list-style-type: none"> 1. Completion of reading and writing assignments including an assessment activities for student comprehension. 2. Completion of class project including an assessment process to evaluate comprehension of concepts and principles, accuracy, grammar, syntax, and organization. 3. Successful completion of the final assessment evaluated for student comprehension of content. 4. The final assessment is evaluated for student comprehension of class content </div> </div>
!	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"> • Kirsch Center for Environmental Studies and surrounding Environmental Studies Area (ESA) gardens 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies and surrounding Environmental Studies Area (ESA) gardens

!

Examples of Primary Texts and References

Title

No value

Author

OpenStax: Sustainability, A Comprehensive Foundation: Available at:
https://cnx.org/contents/F0Hv_Zza@43.5:HdWd2hN5@2Foreward

Publisher

No value

Date/Edition

No value

ISBN

No value

Title

No value

Author

Miller & Spoolman. "Sustaining the Earth". 11th Edition. 2014. Cengage Learning.

Publisher

No value

Date/Edition

No value

ISBN

No value

Title

Sustainability: A Comprehensive

Author

Theis, Tom; Tomkin, Jonathan

Publisher

Openstax CNX
(https://open.umn.edu/opentextbook)

Date/Edition

2015

ISBN

URL:
https://open.umn.edu/opentextbook

Title

Environmental Science

Author

Miller, Andrews-Brown

Publisher


Cengage

Date/Edition

2025

ISBN

No value

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<div> <div> Reading List </div> <div> Carson, R. "Silent Spring." 40th Anniversary Edition. Houghton Mifflin. 2002. </div> </div> <div> <div> May include, but are not limited to </div> <div> No value </div> </div>	No value
		<div> <div> Reading List </div> <div> Worldwatch Institute. "State of the World" series (annual publication). Worldwatch Institute. </div> </div> <div> <div> May include, but are not limited to </div> <div> No value </div> </div>	
		<div> <div> Reading List </div> <div> Withgott & Brennan, Environmental Science: The Science Behind the Stories, "1st Custom edition, 2011 </div> </div> <div> <div> May include, but are not limited to </div> <div> No value </div> </div>	
		<div> <div> Reading List </div> <div> Hawken, P., Lovins, A., and Lovins, H. "Natural Capitalism." 2nd Edition. Earthscan. 2010. </div> </div> <div> <div> May include, but are not limited to </div> <div> No value </div> </div>	
		<div> <div> Reading List </div> <div> Leopold, A. "A Sand County Almanac." Library of America Special Edition. 2013. </div> </div> <div> <div> May include, but are not limited to </div> <div> No value </div> </div>	
		<div> <div> Reading List </div> <div> Hawken, P. "The Ecology of Commerce." Revised Edition. Collins Business. 2010. </div> </div> <div> <div> May include, but are not limited to </div> <div> No value </div> </div>	
		<div> <div> Reading List </div> <div> Gore, A. "Earth in the Balance." Rodale Books. Re-release Edition. 2006. </div> </div> <div> <div> May include, but are not limited to </div> <div> No value </div> </div>	

Learning Outcomes
<div></div>

Changed	Field	Current Version	Proposed Version																
	Course Objectives	<ul style="list-style-type: none">Examine environmental studies as an interdisciplinary field, considering science, history, culture, philosophy and ethics, law and regulation, politics, economics, and management practices.Assess and apply environmental and ecological concepts to modern life and a technologically based societyAssess and explore the career opportunities in environmental studies fieldAnalyze the history of human use and exploitation of the earth's natural resourcesExamine the relationship between resource degradation and the changing role of humans in societyCompare and contrast the history of land use ethics in Western versus non-Western culturesExplore the impact of the industrial revolution and other technological advances on the human relationship with natureEvaluate the effects of the environmental movement in the United States; including key individuals in U.S. environmental historyAssess the political system within the United States and its relationship to environmental degradation including federal and state regulatory agencies and environmental lawsAnalyze how ethics, politics and the current economic system within the United States has influenced environmental policies, laws and regulationsAssess the relationship between environmental degradation and poverty and how it potentially can be addressedExamine and describe the United States' natural resources including protected lands (parks, forests and wildlife refuges)Assess and explore the current status of the world's natural resources and the impact on those resources due to human population growthEvaluate the impact of growing human population on the world's available resources, waste and pollution.Examine the basic science of climate change/global warming	<ul style="list-style-type: none">Examine environmental studies as an interdisciplinary field, considering science, history, culture, philosophy and ethics, law and regulation, politics, economics, and management practices.Assess and apply environmental and ecological concepts to modern life and a technologically based societyAssess and explore the career opportunities in environmental studies fieldAnalyze the history of human use and exploitation of the earth's natural resourcesExamine the relationship between resource degradation and the changing role of humans in societyCompare and contrast the history of land use ethics in Western versus non-Western culturesExplore the impact of the industrial revolution and other technological advances on the human relationship with natureEvaluate the effects of the environmental movement in the United States; including key individuals in U.S. environmental historyAssess the political system within the United States and its relationship to environmental degradation including federal and state regulatory agencies and environmental lawsAnalyze how ethics, politics and the current economic system within the United States has influenced environmental policies, laws and regulationsAssess the relationship between environmental degradation and poverty and how it potentially can be addressedExamine and describe the United States' natural resources including protected lands (parks, forests and wildlife refuges)Assess and explore the current status of the world's natural resources and the impact on those resources due to human population growthEvaluate the impact of growing human population on the world's available resources, waste and pollution.Examine the basic science of climate change/global warming																
	CSLOs	<table><tr><td>CSLOs</td><td>Examine, analyze, and demonstrate an understanding of the impact associated with human interaction with the environment based on interdisciplinary factors such as worldviews, cultures, politics, history, ethics, laws and regulations, economics, and management principles.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table> <table><tr><td>CSLOs</td><td>Demonstrate a coherent understanding of environmental issues, their underlying causes and potential solutions from an interdisciplinary perspective.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Examine, analyze, and demonstrate an understanding of the impact associated with human interaction with the environment based on interdisciplinary factors such as worldviews, cultures, politics, history, ethics, laws and regulations, economics, and management principles.	Expected SLO Performance	0.0	CSLOs	Demonstrate a coherent understanding of environmental issues, their underlying causes and potential solutions from an interdisciplinary perspective.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Examine, analyze, and demonstrate an understanding of the impact associated with human interaction with the environment based on interdisciplinary factors such as worldviews, cultures, politics, history, ethics, laws and regulations, economics, and management principles.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table> <table><tr><td>CSLOs</td><td>Demonstrate a coherent understanding of environmental issues, their underlying causes and potential solutions from an interdisciplinary perspective.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Examine, analyze, and demonstrate an understanding of the impact associated with human interaction with the environment based on interdisciplinary factors such as worldviews, cultures, politics, history, ethics, laws and regulations, economics, and management principles.	Expected SLO Performance	0.0	CSLOs	Demonstrate a coherent understanding of environmental issues, their underlying causes and potential solutions from an interdisciplinary perspective.	Expected SLO Performance	0.0
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Course Outline



Course Content

1. Examine environmental studies as an interdisciplinary field, considering science, history, culture, philosophy and ethics, law and regulation, politics, economics, and management practices.
 1. Analyze the characteristics of the discipline
 2. Assess the relationship of environmental studies to other disciplines
 3. Examine the role of environmental studies in a changing society such as the significance in health related fields, agriculture, energy use, pollution prevention, transportation and industry
 4. Assess the contributions to environmental studies by cultural, ethnic and gender groups
2. Assess and apply environmental and ecological concepts to modern life and a technologically based society
 1. Compare and contrast the principles of a sustainable society and the services provided by nature and ecosystems
 2. Assess the impacts of our industrial society on these life sustaining systems such as the impacts of toxic chemicals on human and ecological health
 3. Understand the concept and importance of the "5 R's": Refuse, Reduce, Reuse, Recycle and Rethink
3. Assess and explore the career opportunities in environmental studies field
 1. Examine the major sub-disciplines within environmental studies, including career opportunities in Energy Management and Building Science, Facilities and Sustainable Building Management, Environmental Resource Management and Pollution Prevention, and Natural Resource Management
 2. Examine other sub-disciplines within environmental studies including environmental education, habitat restoration, sustainability studies, environmental stewardship and related fields
4. Analyze the history of human use and exploitation of the earth's natural resources
 1. Examine resource use by evolutionary societal changes over time including Native Americans, hunter-gathers, agricultural societies, industrialization and globalization
 2. Explore the recent past to current use of natural resources by humans with an emphasis on the impact on critical earth services such as water, air, soil, species, ecosystems, energy and minerals
5. Examine the relationship between resource degradation and the changing role of humans in society
 1. Compare humans as a part of nature versus apart from nature
 2. Explore the effect of technological advancement and high waste society on the environment
6. Compare and contrast the history of land use ethics in Western versus non-Western cultures
 1. Examine characteristics of Western cultures (for example: Thoreau, Muir, Pinchot, Leopold, Carson and others)
 2. Explore characteristics of non-Western cultures including Native Americans
 3. Assess development of human rights and eventual acknowledgment of the rights of nature
7. Explore the impact of the industrial revolution and other technological advances on the human relationship with nature
 1. Examine characteristics of an industrial society

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 1. Examine characteristics of an industrial society

2. Review industrial society's view of natural resources
3. Explore the related concepts of Natural Capital and Ecological Services
8. Evaluate the effects of the environmental movement in the United States; including key individuals in U.S. environmental history
 1. Examine the time period of the 1900's: First Wave of Conservation
 2. Examine the time period of the 1930's: Second Wave of Conservation
 3. Examine the time period of the 1970's and 1980's: Modern Environmental Movement
 4. Examine the time period of the 1990's and 2000's: Sustainable Development/Era of Sustainability
9. Assess the political system within the United States and its relationship to environmental degradation including federal and state regulatory agencies and environmental laws
 1. Examine the U.S. political system in relation to environmental protection and preservation
 2. Examine the major Federal, State and Local government agencies involved in environmental regulation
 3. Review major environmental laws and regulations
10. Analyze how ethics, politics and the current economic system within the United States has influenced environmental policies, laws and regulations
 1. Examine selected case studies such as Superfund Cleanup and CERCLA, the Endangered Species Act, The Clean Air Act, and the Clean Water Act
 2. Explore how systems and processes can be changed to improve environmental outcomes
11. Assess the relationship between environmental degradation and poverty and how it potentially can be addressed
 1. Examine the concept of the tragedy of the commons and how it can potentially be addressed
 2. Explore the concept of the cycle of poverty and how it can potentially be addressed
 3. Explore the concept of environmental justice and how it can be addressed
12. Examine and describe the United States' natural resources including protected lands (parks, forests and wildlife refuges)
 1. Assess the 4 major categories of federally protected lands in the U.S. including National Parks, National Forests, National Wildlife Refuges and BLM lands (Bureau of Land Management)
 2. Examine the concept of wilderness designation on Federally Protected lands
 3. Assess State and Local protected lands (For example: State parks, Palo Alto Baylands, Open Space Districts and others)
13. Assess and explore the current status of the world's natural resources and the impact on those resources due to human population growth
 1. Assess the earth's stock of natural resources such as water, air, soil, species, ecosystems, energy and minerals)
 2. Assess local use of resources and potential solutions to local problems
 3. Compare and contrast the United States' use of resources and evaluate the problems associated with the non sustainable use of our resources

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 3. Compare and contrast the United States' use of resources and evaluate the problems associated with the non sustainable use of our resources

Changed	Field	Current Version	Proposed Version
		<p>4. Evaluate alternative lifestyles and scenarios such as simple living, veganism, zero waste, and net zero energy buildings as a means to reduce consumption of resources</p> <p>14. Evaluate the impact of growing human population on the world's available resources, waste and pollution.</p> <p>1. Examine long term versus short-term resource use and its implications</p> <p>2. Assess sustainable uses of the world's resources, such as sustainable harvesting of our forests, expanded recycling and reuse programs and expanded use of renewable energy.</p> <p>3. Assess and evaluate renewable (solar, wind and hydroelectric) versus nonrenewable (oil, coal, natural gas and nuclear) forms of energy and the impact of each upon the world's resources</p> <p>4. Analyze and explore possible solutions and sustainable projects occurring worldwide addressing resource use and its impacts</p> <p>15. Examine the basic science of climate change/global warming</p> <p>1. Examine climate change/global warming, its potential affects on humans and the natural environment, and potential solutions</p> <p>2. Assess the potential affects of climate change/global warming on humans and the natural environment (For example, sea level rise, increased extreme weather events, decreased water supplies, increased chance of wildfires, spread of tropic diseases, and ocean acidification)</p> <p>3. Explore potential solutions to combat climate change/global warming, such as increased use of renewable energy, more fuel efficient vehicles, zero net energy buildings (ZNE) and carbon capture and sequestration technologies.</p>	<p>4. Evaluate alternative lifestyles and scenarios such as simple living, veganism, zero waste, and net zero energy buildings as a means to reduce consumption of resources</p> <p>14. Evaluate the impact of growing human population on the world's available resources, waste and pollution.</p> <p>1. Examine long term versus short-term resource use and its implications</p> <p>2. Assess sustainable uses of the world's resources, such as sustainable harvesting of our forests, expanded recycling and reuse programs and expanded use of renewable energy.</p> <p>3. Assess and evaluate renewable (solar, wind and hydroelectric) versus nonrenewable (oil, coal, natural gas and nuclear) forms of energy and the impact of each upon the world's resources</p> <p>4. Analyze and explore possible global solutions and sustainable projects.</p> <p>15. Examine the basic science of climate change/global warming</p> <p>1. Examine climate change/global warming, its potential affects on humans and the natural environment, and potential solutions</p> <p>2. Assess the potential affects of climate change/global warming on humans and the natural environment (For example, sea level rise, increased extreme weather events, decreased water supplies, increased chance of wildfires, spread of tropic diseases, and ocean acidification)</p> <p>3. Explore potential solutions to combat climate change/global warming, such as increased use of renewable energy, more fuel efficient vehicles, zero net energy buildings (ZNE) and carbon capture and sequestration technologies.</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	F. Analyze how ethics, politics, and the current economic system within the United States have influenced environmental policies, laws, and regulations.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	A 4. Assess the contributions to environmental studies by cultural, ethnic, and gender groups
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Class project (including written summary and oral presentation) on an assigned topic requiring students to summarize, integrate, and critically analyze principles and course concepts, includes collaboration, written and oral communication, requires references in MLA format, and is free from grammatical and syntactical errors.
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Class project (including written summary and oral presentation) on an assigned topic requiring students to summarize, integrate, and critically analyze principles and course concepts, includes collaboration, written and oral communication, requires references in MLA format, and is free from grammatical and syntactical errors.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assess the relationship between environmental degradation and poverty, and how it potentially can be addressed.

B-Matrix Form

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

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form



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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Class outline: A. Examine environmental studies as an interdisciplinary field, considering science, history, culture, philosophy and ethics, law and regulation, politics, economics, and management practices. 1. Analyze the characteristics of the discipline 2. Assess the relationship of environmental studies to other disciplines
	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	Assessment and assignments: Class project (including written summary and oral presentation) on an assigned topic requiring students to summarize, integrate, and critically analyze principles and course concepts, includes collaboration, written and oral communication, requires references in MLA format, and is free from grammatical and syntactical errors.
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Class Outline: B. Assess and apply environmental and ecological concepts to modern life and a technologically based society 1. Compare and contrast the principles of a sustainable society and the services provided by nature and ecosystems 2. Assess the impacts of our industrial society on these life-sustaining systems, such as the impacts of toxic chemicals on human and ecological health
	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	Class outline- In summation the course will require students to examine climate change, the potential effects on humans and the natural environment, and solutions.

Changed	Questions	Current Version	Proposed Version
!	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Class outline- The course has an overarching theme of examining societal resource use changes over time, including Native Americans, hunter-gatherers, agricultural societies, industrialization, and globalization
!	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	Class outline- Students who complete this course will be able to analyze and explore possible global solutions and sustainable projects.

Comments							
Changed	Questions	Current Version	Proposed Version				
	Stage 2: Department Chair	No Value	No Value				
!	Stage 3: Division Curriculum Representative	No Value	Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed
			Basic course info	3/25	Course description	required	use complete sentences
					Proposal details	required	attach hybrid delivery form
	Stage 4: Division Dean	No Value	No Value				
	Stage 5: SLO Coordinator	No Value	No Value				
	Stage 7: Content Review Matrix Liaison	No Value	No Value				
	Stage 8: Dean of Online Learning	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			04/30/2025	Specifications	Primary Texts	Required	At least one primary text must have a publication date within 7 years of the effective date of the course. That is 2019 for courses effective Fall 2026.	5/5- More recent primary text added as requested
!	Stage 10: De Anza General Education	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			5/5/2025	De Anza GE Form	ALL	Required	Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. Be sure to reference the specific section and provide a brief summary of the information cited.	
	Stage 13: Curriculum Committee	No Value	No Value					

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	E S 001	E S 001
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	04/23/2019	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). -mc	<ul style="list-style-type: none">• Requisite change appr. 1/17/23 (effect. F23).-cc• Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	E SD001.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000341120

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

De Anza College


Change Report

05/08/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	<u>Objective 2: Compose essays drawn from personal experience and assigned texts.</u>
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Mi Chang 	<ul style="list-style-type: none"> Sohini Dutt
	Course ID (CB01A and CB01B)	GEOD005.	GEOD005.

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000557200	CCC000557200
	Course Title (CB02)	A Geography of California	A Geography of California
	Short Course Title	GEOGRAPHY OF CALIF	GEOGRAPHY OF CALIF
	TOP Code (CB03)	2206.00	2206.00 Geography
	CIP Code	Geography.	45.0701 Geography.
	Department	GEO - Geography	GEO - Geography
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	An exploration of California's diverse physical landscapes (land forms, climate, soil and resources) and analyzes its cultural landscapes created by human transformation of the environment through economic activities such as agriculture, mining, trade, industry and urbanization. Examines the remarkable physical and cultural regional differences within California. A study in the wealth of diversity of California's peoples while investigating the more disturbing aspects of discrimination and exploitation of various groups based on race, ethnicity, class and gender.	An <u>This course is an</u> exploration of California's <u>California's</u> diverse physical landscapes (land forms, climate, soil and resources) and analyzes its cultural landscapes created by human transformation of the environment through economic activities such as agriculture, mining, trade, industry and urbanization. Examines <u>The course examines</u> the remarkable physical and cultural regional differences within California. A study in the wealth of diversity of California's <u>California's</u> peoples while investigating the more disturbing aspects of discrimination and exploitation of various groups based on race, ethnicity, class and gender <u>gender</u> .
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	No value	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and Cal-GETC. It belongs on the A.A. degree in Liberal Arts. It offers students a regional specialization in California's diverse physical and cultural landscapes. It investigates the formation of the physical features and the transformation of the environment through human interaction while exploring the diversity of the peoples of California.	This course meets a general education requirement for De Anza and Cal-GETC. It belongs on the A.A. degree in Liberal Arts. It offers students a regional specialization in California's diverse physical and cultural landscapes. It investigates the formation of the physical features and the transformation of the environment through human interaction while exploring the diversity of the peoples of California.

Stand-Alone Statement

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

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	A systematic investigation of the origins and patterns of California's diverse physical and cultural landscapes leads students to develop an appreciation and critique of the extreme regional variations within the state. Spatial analysis of natural and human interactions help students understand California's distinctive traits, contemporary problems and their effects beyond its borders.	A systematic investigation of the origins and patterns of California's diverse physical and cultural landscapes leads students to develop an appreciation and critique of the extreme regional variations within the state. Spatial analysis of natural and human interactions help students understand California's distinctive traits, contemporary problems and their effects beyond its borders.

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	GEOG F009.	GEOG F009.
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	Does the course have a Foothill equivalent?	Yes	Yes <u>No</u>
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More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed Field

Current Version

Proposed Version

**Course is
part of a
program**

**Associated
Program** CSU GE

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

**Associated
Program** CSU GE

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

**Associated
Program** CSU GE (In
Development)

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

**Associated
Program** CSU GE (In
Development)

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

**Associated
Program** Cal-GETC (In
Development)

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

**Associated
Program** Cal-GETC (In
Development)

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

**Associated
Program** IGETC

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

**Associated
Program** IGETC

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

**Associated
Program** IGETC (In
Development)

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

**Associated
Program** IGETC (In
Development)

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

**Associated
Program** Liberal Arts (Science,
Math and Engineering
Emphasis)

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

**Associated
Program** Liberal Arts (Science,
Math and Engineering
Emphasis)

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

Changed	Field	Current Version		Proposed Version	
		Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (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	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">GEOG - Approved.</td></tr><tr><td>-</td><td>C-ID GEOG 140</td></tr></table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none">GEOG - Approved.	-	C-ID GEOG 140	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">GEOG - Approved.</td></tr><tr><td>-</td><td>C-ID GEOG 140</td></tr></table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none">GEOG - Approved.	-	C-ID GEOG 140
		System/Institution	C-ID												
		Area(s)	<ul style="list-style-type: none">GEOG - Approved.												
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		System/Institution	C-ID												
		Area(s)	<ul style="list-style-type: none">GEOG - Approved.												
		-	C-ID GEOG 140												
		<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">CA4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">CA4X - Approved.	-	No value
		System/Institution	Cal-GETC												
Area(s)	<ul style="list-style-type: none">CA4X - Approved.														
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System/Institution	Cal-GETC														
Area(s)	<ul style="list-style-type: none">CA4X - Approved.														
-	No value														
<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">2G4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">2G4X - Approved.	-	No value		
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none">2G4X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none">2G4X - Approved.														
-	No value														

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

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.


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	<div>Methods of Instruction</div> <div><div>Methods of Instruction</div><div>Lecture and visual aids Discussion of assigned reading and films shown in class Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Quiz and examination review performed in class</div></div>	<div><div>Methods of Instruction</div><div>Methods of Instruction</div></div> <div><div>Methods of Instruction</div><div>Lecture and visual aids Discussion of assigned reading and films shown in class Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Quiz and examination review performed in class</div></div>

Assignments

- | | | |
|---|---|---|
| <ol style="list-style-type: none"> 1. Daily reading from a college level text. 2. Take-home short essay assignments based on readings, films and class discussions involving application of geographic concepts studied in class. 3. In-class exercises involving individual or group activities such as discussions of concepts, readings, responses to films, interpretation of data and maps, analysis of particular examples. 4. Research or analytical paper(s) or project(s). Students work in a small group (or alone) on paper(s) or project(s) on designated California themes with a geographic focus. This requires the student to synthesize, integrate and analyze thematic material and relate them to course material. Sources can include articles from academic sources such as books, journals, news magazines, newspapers, and Internet sources. Students may utilize the research materials (including primary documents), and maps available in the California History Center. | <ol style="list-style-type: none"> 1. Daily reading from a college level text. 2. Take-home short essay assignments based on readings, films and class discussions involving application of geographic concepts studied in class. 3. In-class exercises involving individual or group activities such as discussions of concepts, readings, responses to films, interpretation of data and maps, analysis of particular examples. 4. Research or analytical paper(s) or project(s). Students work in a small group (or alone) on paper(s) or project(s) on designated California themes with a geographic focus. This requires the student to synthesize, integrate and analyze thematic material and relate them to course material. Sources can include articles from academic sources such as books, journals, news magazines, newspapers, and Internet sources. Students may utilize the research materials (including primary documents), and maps available in the California History Center. | <ol style="list-style-type: none"> 1. Daily reading from a college level text. 2. Take-home short essay assignments based on readings, films and class discussions involving application of geographic concepts studied in class. 3. In-class exercises involving individual or group activities such as discussions of concepts, readings, responses to films, interpretation of data and maps, analysis of particular examples. 4. Research or analytical paper(s) or project(s). Students work in a small group (or alone) on paper(s) or project(s) on designated California themes with a geographic focus. This requires the student to synthesize, integrate and analyze thematic material and relate them to course material. Sources can include articles from academic sources such as books, journals, news magazines, newspapers, and Internet sources. Students may utilize the research materials (including primary documents), and maps available in the California History Center. |
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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. Quizzes, mid-term exam/s, and one final exam including objective, short-answer, essay and map/graph related questions to be evaluated based on ability to summarize, integrate, interpret and critically analyze information and concepts examined throughout the course. 2. Written assignments on designated topics to be evaluated based on the extent of mastery of course objectives. 3. Participation in classroom discussions with individual and/or group oral presentations demonstrating comprehension, analyses and application of concepts. 4. Research and/or analytical paper(s) or project (s) to be evaluated 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Quizzes, mid-term exam/s, and one final exam including objective, short-answer, essay and map/graph related questions to be evaluated based on ability to summarize, integrate, interpret and critically analyze information and concepts examined throughout the course. 2. Written assignments on designated topics to be evaluated based on the extent of mastery of course objectives. 3. Participation in classroom discussions with individual and/or group oral presentations demonstrating comprehension, analyses and application of concepts. 4. Research and/or analytical paper(s) or project (s) to be evaluated

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Current Version

Proposed Version

based on
extent of
mastery of
course
objectives.

based on
extent of
mastery of
course
objectives.



**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- Wall maps, DVDs and audio,
video and research materials in
the California History Center

Essential Student Materials:

- None

Essential College Facilities:

- Wall maps, DVDs and audio,
video and research materials in
the California History Center

**Examples of
Primary Texts and
References**

Title	No value
Author	"Atlas of the Biodiversity of California". California Department of Fish and Game, 2003.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	"California Atlas and Gazetteer." DeLorme Publishing, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Hyslop, Richard; Lin Wu and Sara Gardner. "California Eclectic: A Topical Geography." 2nd ed. Dubuque: Kendall Hunt Publishing, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
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Title	Atlas of the Biodiversity of California
Author	California Department of Fish and Wildlife.
Publisher	State of California The Natural Resources Agency Department of Fish and Wildlife
Date/Edition	2021
ISBN	978-1-7923-5570-7

Title	Delorme Atlas & Gazetteer: California
Author	Rand McNally
Publisher	Delorme Mapping Company
Date/Edition	2022
ISBN	978-1946494504

Title	California Eclectic: A Topical Geography
Author	Hyslop, Richard; Lin Wu and Sara Gardner.
Publisher	Kendall Hunt Publishing, Dubuque
Date/Edition	2017 , 3rd Ed.
ISBN	9781524911829

Changed	Field	Current Version	Proposed Version
		Author Selby, William A. "Rediscovering the Golden State." 3rd ed. New Jersey: Wiley, 2012.	Title Rediscovering the Golden State
			Author Selby, William A
		Publisher No value	Publisher Wiley, New Jersey
		Date/Edition No value	Date/Edition 2018 / 4th Ed.
		ISBN No value	ISBN 978-1-119-57223-7
		Title No value	Title California's Amazing Geology
		Author Walker, Richard A. and Suresh K. Lodha. "The Atlas of California: Mapping the Challenge of a New Era." University of California Press, 2013.	Author Donald R. Prothero
		Publisher No value	Publisher CRC Press
		Date/Edition No value	Date/Edition 2024 / 2nd Ed.
		ISBN No value	ISBN 978-1032294902

**Suggested
Reading List**

No value

Reading List Almaguer, Tomas.
"Racial Fault Lines: The
Historical Origins of
White Supremacy in
California." Berkeley:
University of California
Press, 1994.

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

Reading List Barraclough, Laura R.
"Making the San
Fernando Valley: Rural
Landscapes, Urban
Development, and White
Privilege." Geographies
of Justice and Social
Transformation Series.
Athens, Georgia:
University of Georgia
Press, 2011.

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

Reading List Brechin, Gray. "Imperial
San Francisco: Urban
Power, Earthly Ruin."
2nd ed. Berkeley:
California Studies in
Critical Human
Geography series,
University of California
Press, 2006.

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Bright, William. "1500 California Place Names: their Origin and Meaning." Berkeley: University of California Press, 1998.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Davis, Mike. "City of Quartz: Excavating the Future in Los Angeles." New ed. New York: Verso, 2006.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>de Lara, Juan. "Inland Shift: Race, Space, and Capital in Southern California." Berkeley: University of California Press, 2018.</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>Fradkin, Philip. L. "The Great Earthquake and Firestorm of 1906: How San Francisco Nearly Destroyed Itself." Berkeley: University of California Press, 2006.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Fradkin, Philip and Alex L. Fradkin. "The Left Coast: California on the Edge." Berkeley: University of California Press, 2011.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Garcia, Matthew. "From the Jaws of Victory: The Triumph and Tragedy of Cezar Chavez and the Farm Worker Movement." Berkeley: University of California Press, 2012.</p>	

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May No value
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Reading Gilliam, Harold.
List "Weather of the San
 Francisco Bay Region."
 2nd ed. California
 Natural History Guides,
 No. 63. Berkeley:
 University of California
 Press, 2002.

May No value
include,
but are
not
limited
to

Reading Guthman, Julie.
List "Agrarian Dreams: The
 Paragon of Organic
 Farming in California."
 2nd ed. California
 Studies in Critical
 Human Geography
 series. Berkeley:
 University of California
 Press, 2014.

May No value
include,
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not
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to

Reading Harden, Deborah.
List "California Geology."
 2nd ed. New Jersey:
 Prentice Hall, 2004.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Jones, Craig H. "The Mountains that Remade America, How Sierra Nevada Geology Impacts Modern Life." Berkeley: University of California Press, 2017.

May include, but are not limited to No value

Reading List Kahrl, Fredrich J. and David W. Roland-Host. "Climate Change in California: Risk and Response." Berkeley: University of California Press, 2012.

May include, but are not limited to No value

Reading List Matthews, Glenna. "Silicon Valley, Women, and the California Dream: Gender, Class and Opportunity in the Twentieth Century." Stanford: Stanford University Press, 2002.

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Mc Phee, John. "Assembling California." New York: Farrar, Straus and Giroux, 1994.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Mitchell, Don. "Lie of the Land: Migrant Workers and the California Landscape." Minneapolis: University of Minnesota Press, 1996.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Pellow, David Noaguib and Lisa Sun-Hee. "The Silicon Valley of Dreams: Environment, Injustice, Immigrant Workers, and the High-tech Global Economy." New York: New York University Press, 2002.</p>	

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to</p> <p>Reading List Pitti, Steven J. "The Devil in Silicon Valley: Northern California, Race and Mexican Americans." Princeton: Princeton University Press, 2003.</p> <p>May include, but are not limited to</p> <p>Reading List Prothero, Donald R. "California's Amazing Geology." New York: CRC Press, 2016.</p> <p>May include, but are not limited to</p> <p>Reading List Pulido, Laura. "Black, Brown, Yellow, and Left: Radical Activism in Los Angeles." Berkeley: University of California Press, 2006.</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>Sloan, David. "Geology of the San Francisco Bay Region." 1st ed. California Natural History Guides. Berkeley: University of California Press, 2006.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Stroshane, Tim. "Drought, Water Law, and the Origins of California's Central Valley Project." Reno: University of Nevada Press, 2016.</p>	
		<p>May include, but are not limited to</p> <p>No value</p>	
		<p>Reading List</p> <p>Thompson, Gabriel (ed.). "Chasing the Harvest: Migrant Workers in California Agriculture." Voice of Witness Series, Verso, 2017.</p>	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to	No value
		Reading List	Walker, Richard A. "The Country in the City: The Greening of the San Francisco Bay Area." Seattle: University of Washington Press, 2010.
		May include, but are not limited to	No value

Learning Outcomes

**Course
Objectives**

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Examine the basic themes and traditions in Geography and discuss the relationships between the two major areas of inquiry: physical geography and human geography, using examples from California. • Assess the role of key geographic factors critical to our understanding of California, differentiate between California's diverse regions and discover their interconnectedness. • Examine geologic and geomorphic processes of plate tectonics, the rock cycle and erosion that have shaped and continue to transform California's physical landscape. • Discuss California's weather and climate, illustrate how climate variables act individually and collectively, and deduce their role in creating remarkably diverse micro-climates. • Classify the California floristic provinces (vegetation belts and animal life, or living communities), with a view to understanding California's uniqueness in the world with respect to biological diversity. Analyze the connectedness and changes of these living communities. • Analyze and critique the role of water in the making of California's landscapes. • Compare and contrast California's population distribution, growth, composition and migration patterns. Investigate the causes of social and political tension amongst ethnic groups. • Identify California's primary economic activities, critically evaluate their impact on the lives of people and spaces they occupy. | <ul style="list-style-type: none"> • Examine the basic themes and traditions in Geography and discuss the relationships between the two major areas of inquiry: physical geography and human geography, using examples from California. • Assess the role of key geographic factors critical to our understanding of California, differentiate between California's diverse regions and discover their interconnectedness. • Examine geologic and geomorphic processes of plate tectonics, the rock cycle and erosion that have shaped and continue to transform California's physical landscape. • Discuss California's weather and climate, illustrate how climate variables act individually and collectively, and deduce their role in creating remarkably diverse micro-climates. • Classify the California floristic provinces (vegetation belts and animal life, or living communities), with a view to understanding California's uniqueness in the world with respect to biological diversity. Analyze the connectedness and changes of these living communities. • Analyze and critique the role of water in the making of California's landscapes. • Compare and contrast California's population distribution, growth, composition and migration patterns. Investigate the causes of social and political tension amongst ethnic groups. • Identify California's primary economic activities, critically evaluate their impact on the lives of people and spaces they occupy. | <ul style="list-style-type: none"> • Examine the basic themes and traditions in Geography and discuss the relationships between the two major areas of inquiry: physical geography and human geography, using examples from California. • Assess the role of key geographic factors critical to our understanding of California, differentiate between California's diverse regions and discover their interconnectedness. • Examine geologic and geomorphic processes of plate tectonics, the rock cycle and erosion that have shaped and continue to transform California's physical landscape. • Discuss California's weather and climate, illustrate how climate variables act individually and collectively, and deduce their role in creating remarkably diverse micro-climates. • Classify the California floristic provinces (vegetation belts and animal life, or living communities), with a view to understanding California's uniqueness in the world with respect to biological diversity. Analyze the connectedness and changes of these living communities. • Analyze and critique the role of water in the making of California's landscapes. • Compare and contrast California's population distribution, growth, composition and migration patterns. Investigate the causes of social and political tension amongst ethnic groups. • Identify California's primary economic activities, critically evaluate their impact on the lives of people and spaces they occupy. |
|---|---|---|

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

- Identify California's modern, advanced economic activities, critically evaluate their impact on the lives of people and spaces they occupy.
- Trace the growth and evolution of California's urban areas. Apply geographic insights to understand the complexities of current challenges facing cities.
- Appraise how geographic concepts, approaches and methods have and can be applied to organize and plan for the challenges facing California.

- Identify California's modern, advanced economic activities, critically evaluate their impact on the lives of people and spaces they occupy.
- Trace the growth and evolution of California's urban areas. Apply geographic insights to understand the complexities of current challenges facing cities.
- Appraise how geographic concepts, approaches and methods have and can be applied to organize and plan for the challenges facing California.

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

CSLOs Identify California's geographic provinces, appraise their significance and investigate their interconnectedness.

Expected SLO Performance 0.0

CSLOs Identify California's geographic provinces, appraise their significance and investigate their interconnectedness.

Expected SLO Performance 0.0

CSLOs Analyze geographic patterns of California's diverse population.

Expected SLO Performance 0.0

CSLOs Analyze geographic patterns of California's diverse population.

Expected SLO Performance 0.0

CSLOs Critically evaluate the impact of California's modern economic activities on the physical and/or cultural environments.

Expected SLO Performance 0.0

CSLOs Critically evaluate the impact of California's modern economic activities on the physical and/or cultural environments.

Expected SLO Performance 0.0

Course Outline

**Course
Content**

1. Examine the basic themes and traditions in Geography and discuss the relationships between the two major areas of inquiry: physical geography and human geography, using examples from California.
 1. Examine the spatial approach in geography, demonstrate the linkages between physical and human geography.
 2. Compare the discipline's approach to other social sciences such as anthropology, history, sociology, political science, environmental studies and economics.
 3. Introduce careers in geography: what do geographers do?
2. Assess the role of key geographic factors critical to our understanding of California, differentiate between California's diverse regions and discover their interconnectedness.
 1. Demonstrate the significance of key geographic factors such as location (site and situation), size and shape, in the making of California.
 2. Examine human-environment interactions and how they have shaped California.
 3. Describe in brief, California's geographic regions (physiographic and cultural) and recognize their interconnectedness. The regions are as follows:
 1. Klamath Mountains
 2. Cascade Mountains
 3. Modoc Plateau
 4. Basin and Range

1. Examine the basic themes and traditions in Geography and discuss the relationships between the two major areas of inquiry: physical geography and human geography, using examples from California.
 1. Examine the spatial approach in geography, demonstrate the linkages between physical and human geography.
 2. Compare the discipline's approach to other social sciences such as anthropology, history, sociology, political science, environmental studies and economics.
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 1. Klamath Mountains
 2. Cascade Mountains
 3. Modoc Plateau
 4. Basin and Range

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

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|----|--|---|
| | 5. Sierra Nevada | 5. Sierra Nevada |
| | 6. Peninsular Ranges and Southern California deserts | 6. Peninsular Ranges and Southern California deserts |
| | 7. Southern California Coast | 7. Southern California Coast |
| | 8. Transverse Ranges | 8. Transverse Ranges |
| | 9. Coast Ranges (Northern Coastal Ranges and Southern Coastal Ranges including Diablo Range or Inner coastal ranges and Santa Cruz Mountains or outer coastal ranges) | 9. Coast Ranges (Northern Coastal Ranges and Southern Coastal Ranges including Diablo Range or Inner coastal ranges and Santa Cruz Mountains or outer coastal ranges) |
| | 10. Central Valley | 10. Central Valley |
| 3. | Examine geologic and geomorphic processes of plate tectonics, the rock cycle and erosion that have shaped and continue to transform California's physical landscape. | 3. Examine geologic and geomorphic processes of plate tectonics, the rock cycle and erosion that have shaped and continue to transform California's physical landscape. |
| | 1. concept of geologic time | 1. concept of geologic time |
| | 2. plate tectonics in California | 2. plate tectonics in California |
| | 3. rock cycle, minerals and ores in California | 3. rock cycle, minerals and ores in California |
| | 4. San Andreas Fault System | 4. San Andreas Fault System |
| | 5. Volcanic activity | 5. Volcanic activity |
| | 6. Tectonic processes and modern mountain building | 6. Tectonic processes and modern mountain building |
| | 7. Weathering and mass wasting (landslides) | 7. Weathering and mass wasting (landslides) |
| | 8. Landforms made by running water | 8. Landforms made by running water |
| | 9. Landforms sculpted by glaciers | 9. Landforms sculpted by glaciers |
| | 10. Landforms carved by wind in deserts and in coastal tracts | 10. Landforms carved by wind in deserts and in coastal tracts |
| 4. | Discuss California's weather and climate, illustrate how climate variables act individually and collectively, and deduce their role in creating remarkably diverse micro-climates. | 4. Discuss California's weather and climate, illustrate how climate variables act individually and collectively, and deduce their role in creating remarkably diverse micro-climates. |
| | 1. Climate variables such as temperature, atmospheric | 1. Climate variables such as temperature, atmospheric |

- | | |
|--|--|
| <p>pressure, precipitation, winds and ocean currents.</p> <p>2. The global wind circulation and how this macro-scale phenomenon applies to California.</p> <p>3. How seasonal patterns of change affect different regions, particularly storm patterns and El Nino cycles.</p> <p>4. Air pollution and its regional impact.</p> <p>5. California's changing climate and global warming.</p> <p>5. Classify the California floristic provinces (vegetation belts and animal life, or living communities), with a view to understanding California's uniqueness in the world with respect to biological diversity. Analyze the connectedness and changes of these living communities.</p> <p style="padding-left: 40px;">1. Diverse living communities</p> <p style="padding-left: 40px;">2. Californians and fire</p> <p style="padding-left: 40px;">3. Species introduction by humans</p> <p>6. Analyze and critique the role of water in the making of California's landscapes.</p> <p style="padding-left: 40px;">1. Examine the distribution of water.</p> <p style="padding-left: 40px;">2. Assess the extent of water re-distribution.</p> <p style="padding-left: 40px;">3. Critically evaluate the struggles over water rights by various groups of Californians.</p> <p style="padding-left: 40px;">4. Appraise the ecological and human impact of water diversion and consumption.</p> <p>7. Compare and contrast California's population distribution, growth, composition and migration patterns.</p> | <p>pressure, precipitation, winds and ocean currents.</p> <p>2. The global wind circulation and how this macro-scale phenomenon applies to California.</p> <p>3. How seasonal patterns of change affect different regions, particularly storm patterns and El Nino cycles.</p> <p>4. Air pollution and its regional impact.</p> <p>5. California's changing climate and global warming.</p> <p>5. Classify the California floristic provinces (vegetation belts and animal life, or living communities), with a view to understanding California's uniqueness in the world with respect to biological diversity. Analyze the connectedness and changes of these living communities.</p> <p style="padding-left: 40px;">1. Diverse living communities</p> <p style="padding-left: 40px;">2. Californians and fire</p> <p style="padding-left: 40px;">3. Species introduction by humans</p> <p>6. Analyze and critique the role of water in the making of California's landscapes.</p> <p style="padding-left: 40px;">1. Examine the distribution of water.</p> <p style="padding-left: 40px;">2. Assess the extent of water re-distribution.</p> <p style="padding-left: 40px;">3. Critically evaluate the struggles over water rights by various groups of Californians.</p> <p style="padding-left: 40px;">4. Appraise the ecological and human impact of water diversion and consumption.</p> <p>7. Compare and contrast California's population distribution, growth, composition and migration patterns.</p> |
|--|--|

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

Investigate the causes of social and political tension amongst ethnic groups.

1. Sequent occupance of California, the nature of population change in numbers and composition.
2. Migration patterns and their effects on the migrant streams, the host populations and the spaces they inhabit. Immigrant groups studied would include various streams of European Americans, Asian Americans, Latin and Central Americans and African Americans.
8. Identify California's primary economic activities, critically evaluate their impact on the lives of people and spaces they occupy.
 1. Role of hunting and gathering and subsistence farming and the demise of these forms of livelihood.
 2. Dominance of agribusiness in modern California farming, the rise of California as the most productive agricultural state in the country.
 3. The role of labor in the creation of wealth; the prejudice, discrimination and exploitation of labor and the role of labor movements.
 4. Ecological impacts of modern commercial agriculture.
 5. Rise of alternative, sustainable farming.
9. Identify California's modern, advanced economic activities, critically evaluate their impact on

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 5. Rise of alternative, sustainable farming.
9. Identify California's modern, advanced economic activities, critically evaluate their impact on

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

the lives of people and spaces they occupy.

1. Manufacturing or secondary industries and their global linkages, case study of Maquiladoras of Mexico.
 2. Tertiary and advanced industry, the role of high-tech industry, innovation and Silicon Valley.
 3. Cultural trendsetting, export of popular culture and the role of Hollywood.
 4. The military-industrial complex in California.
 5. Role of labor, labor exploitation and the creation of socio-economic classes in California societies in relation to industry.
 6. Environmental impact of modern industry on the health of people and on land, air and water including wildlife corridors.
10. Trace the growth and evolution of California's urban areas. Apply geographic insights to understand the complexities of current challenges facing cities.
1. Contemporary problems of urban sprawl, racial and ethnic segregation in urban areas, urban blight, poverty and homelessness.
 2. Challenges of urban planning, balancing needs for urban growth and green zones.
11. Appraise how geographic concepts, approaches and methods have and can be applied to organize and plan for the challenges facing California.
1. Climate change
 2. Energy

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1. Climate change
 2. Energy

Changed	Field	Current Version	Proposed Version
		3. biodiversity crisis and habitat fragmentation 4. Immigration and California's changing demographics 5. California's leadership role in the country and in the world	3. biodiversity crisis and habitat fragmentation 4. Immigration and California's changing demographics 5. California's leadership role in the country and in the world
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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


Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Course Objectives B-K All the content of Geo 5 requires synthesis of facts, opinions and presentations from various sources that can be culturally and rhetorically diverse. Assignments A-D: Assignments, particularly the paper or project requires in-depth analyses of geographic issues and suggesting possible solutions for problems studied, using multiple sources such as texts, journal articles, documents, maps, films and internet sources. Readings are assigned from the textbook and reader which may include book chapters, journal articles, documents, films, maps and graphs, and internet sources.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments D: Research or analytical paper(s) or project(s). Students work in a small group (or alone) on paper(s) or project(s) on designated California themes with a geographic focus. This requires the student to synthesize, integrate and analyze thematic material and relate them to course material. Sources can include articles from academic sources such as books, journals, news magazines, newspapers, and Internet sources. Students may utilize the research materials (including primary documents), and maps available in the California History Center.
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Course Objectives B: Assess the role of key geographic factors critical to our understanding of California, differentiate between California's diverse regions and discover their interconnectedness.

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	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
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	<p>Expanded Description A and B Examine the basic themes and traditions in Geography and discuss the relationships between the two major areas of inquiry: physical geography and human geography, using examples from California. Assess the role of key geographic factors critical to our understanding of California, differentiate between California's diverse regions and discover their interconnectedness.</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.)	No Value	<p>Assignments C, D: In-class exercises involving individual or group activities such as discussions of concepts, readings, responses to films, interpretation of data and maps, analysis of particular examples. Research or analytical paper(s) or project(s). Students work in a small group (or alone) on paper(s) or project(s) on designated California themes with a geographic focus. This requires the student to synthesize, integrate and analyze thematic material and relate them to course material. Sources can include articles from academic sources such as books, journals, news magazines, newspapers, and Internet sources. Students may utilize the research materials (including primary documents), and maps available in the California History Center.</p>

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Expanded Description F- K: Analyze and critique the role of water in the making of California's landscapes. Compare and contrast California's population distribution, growth, composition and migration patterns. Investigate the causes of social and political tension amongst ethnic groups. Identify California's primary economic activities, critically evaluate their impact on the lives of people and spaces they occupy. Identify California's modern, advanced economic activities, critically evaluate their impact on the lives of people and spaces they occupy. Trace the growth and evolution of California's urban areas. Apply geographic insights to understand the complexities of current challenges facing cities. Appraise how geographic concepts, approaches and methods have and can be applied to organize and plan for the challenges facing California.</p> <p>Assignments B,C and D: Take-home short essay assignments based on readings, films and class discussions involving application of geographic concepts studied in class. In-class exercises involving individual or group activities such as discussions of concepts, readings, responses to films, interpretation of data and maps, analysis of particular examples. Research or analytical paper(s) or project(s). Students work in a small group (or alone) on paper(s) or project(s) on designated California themes with a geographic focus. This requires the student to synthesize, integrate and analyze thematic material and relate them to course material. Sources can include articles from academic sources such as books, journals, news magazines, newspapers, and Internet sources. Students may utilize the research materials (including primary documents), and maps available in the California History Center.</p>

Changed	Questions	Current Version	Proposed Version
	<p>!</p> <p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Expanded Description A: Examine the basic themes and traditions in Geography and discuss the relationships between the two major areas of inquiry: physical geography and human geography, using examples from California. Expanded Description B2: Examine human-environment interactions and how they have shaped California. Expanded Description D5: California's changing climate and global warming. Expanded Description F3: Critically evaluate the struggles over water rights by various groups of Californians. Expanded Description G - K: Compare and contrast California's population distribution, growth, composition and migration patterns. Investigate the causes of social and political tension amongst ethnic groups. Identify California's primary economic activities, critically evaluate their impact on the lives of people and spaces they occupy. Identify California's modern, advanced economic activities, critically evaluate their impact on the lives of people and spaces they occupy. Trace the growth and evolution of California's urban areas. Apply geographic insights to understand the complexities of current challenges facing cities. Appraise how geographic concepts, approaches and methods have and can be applied to organize and plan for the challenges facing California</p>

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 5:</p> <p>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>Expanded Description A - K: Examine the basic themes and traditions in Geography and discuss the relationships between the two major areas of inquiry: physical geography and human geography, using examples from California. Assess the role of key geographic factors critical to our understanding of California, differentiate between California's diverse regions and discover their interconnectedness. Examine geologic and geomorphic processes of plate tectonics, the rock cycle and erosion that have shaped and continue to transform California's physical landscape. Discuss California's weather and climate, illustrate how climate variables act individually and collectively, and deduce their role in creating remarkably diverse micro-climates. Classify the California floristic provinces (vegetation belts and animal life, or living communities), with a view to understanding California's uniqueness in the world with respect to biological diversity. Analyze the connectedness and changes of these living communities. Analyze and critique the role of water in the making of California's landscapes. Compare and contrast California's population distribution, growth, composition and migration patterns. Investigate the causes of social and political tension amongst ethnic groups. Identify California's primary economic activities, critically evaluate their impact on the lives of people and spaces they occupy. Identify California's modern, advanced economic activities, critically evaluate their impact on the lives of people and spaces they occupy. Trace the growth and evolution of California's urban areas. Apply geographic insights to understand the complexities of current challenges facing cities. Appraise how geographic concepts, approaches and methods have and can be applied to</p>

Changed Questions

Current Version

Proposed Version

organize and plan for the challenges
facing California.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Expanded Description D - K : Discuss California's weather and climate, illustrate how climate variables act individually and collectively, and deduce their role in creating remarkably diverse micro-climates. Classify the California floristic provinces (vegetation belts and animal life, or living communities), with a view to understanding California's uniqueness in the world with respect to biological diversity. Analyze the connectedness and changes of these living communities. Analyze and critique the role of water in the making of California's landscapes. Compare and contrast California's population distribution, growth, composition and migration patterns. Investigate the causes of social and political tension amongst ethnic groups. Identify California's primary economic activities, critically evaluate their impact on the lives of people and spaces they occupy. Identify California's modern, advanced economic activities, critically evaluate their impact on the lives of people and spaces they occupy. Trace the growth and evolution of California's urban areas. Apply geographic insights to understand the complexities of current challenges facing cities. Appraise how geographic concepts, approaches and methods have and can be applied to organize and plan for the challenges facing California. Assignments B - D: Take-home short essay assignments based on readings, films and class discussions involving application of geographic concepts studied in class. In-class exercises involving individual or group activities such as discussions of concepts, readings, responses to films, interpretation of data and maps, analysis of particular examples. Research or analytical paper(s) or project(s). Students work in a small group (or alone) on paper(s) or project(s) on designated California themes with a geographic focus. This</p>

Changed Questions

Current Version

Proposed Version

requires the student to synthesize, integrate and analyze thematic material and relate them to course material. Sources can include articles from academic sources such as books, journals, news magazines, newspapers, and Internet sources. Students may utilize the research materials (including primary documents), and maps available in the California History Center.

Comments

Changed Questions

Current Version

Proposed Version

**Stage 2:
Department
Chair**

No
Value

No Value



**Stage 3:
Division
Curriculum
Representative**

No
Value

Date **Tab** **Part - Field**
318/25RG Course
Description

Type of Edit
Needs to be a
complete
sentence

**Initiator - Indicate
Edit "Y" When
Completed**

Y

**Stage 4:
Division Dean**

No
Value

No Value

**Stage 5: SLO
Coordinator**

No
Value

No Value



**Stage 7:
Content
Review Matrix
Liaison**

No
Value

Date **Tab** **Part - Field** **Type of Edit** **Edit**

4/9/25 Matrix
A Required

You have misidentified
where some of the
skills/assignments/activities
occur in the course outline

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

Y

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)	GEO 005	GEO 005
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> • 5-yr revision and C-ID requirements appr. 5/8/18 (effect. F19).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • 5-yr revision and C-ID requirements appr. 5/8/18 (effect. F19).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	GEOD005.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000557200

Articulation

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

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Learning Outcomes	CSLOs
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Shameka Walker	• Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD050.	HTECD050.

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000574880	CCC000574880
	Course Title (CB02)	Introduction to Health Technologies	Introduction to Health Technologies
	Short Course Title	INTRO HEALTH TECHNOLOGIES	INTRO HEALTH TECHNOLOGIES
	TOP Code (CB03)	1208.00	1208.00 Medical Assisting
	CIP Code	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	Department	HTEC - Health Technologies	HTEC - Health Technologies
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Possibly Occupational	Possibly Occupational
!	Course Description	Survey of health technology programs with an emphasis on the professions; designed to assist in identifying personal strengths and weaknesses related to health technology professions; assist students in health technology professions to learn basic principles of human behavior.	Survey- <u>This course provides a comprehensive survey of health technology programs- programs, with an emphasis- a focus on the professions; associated professions. It is designed to assist in identifying- help students identify their personal strengths and weaknesses related- areas for improvement as they relate to health technology professions; assist students- careers in health technology professions to learn basic technology. Additionally, the course introduces foundational principles of human behavior. behavior, tailored to support students pursuing health technology professions.</u>
	Course Type (CB27)	• Lower Division	• Lower Division
!	Mode of Delivery	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associates Degree in Health Technologies. This course will train students to gain an understanding of the responsibilities of health care careers.</p>	<p>This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associates Degree in Health Technologies. This course will train students to gain an understanding of the responsibilities of health care careers.</p>

Stand-Alone Statement


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

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

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

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

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course			

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

Foothill Equivalency

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

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	• 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 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	<div> Associated Program Business Office Clerk </div> <div> Award Type Certificate of Achievement (COA) </div>	<div> Associated Program Business Office Clerk </div> <div> Award Type Certificate of Achievement (COA) </div>
		<div> Associated Program Insurance and Coding </div> <div> Award Type Certificate of Achievement (COA) </div>	<div> Associated Program Insurance and Coding </div> <div> Award Type Certificate of Achievement (COA) </div>
		<div> Associated Program Lab Assisting </div> <div> Award Type Certificate of Achievement (COA) </div>	<div> Associated Program Lab Assisting </div> <div> Award Type Certificate of Achievement (COA) </div>
		<div> Associated Program Medical Assisting </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>	<div> Associated Program Medical Assisting </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>
		<div> Associated Program Medical Assisting </div> <div> Award Type Associate in Science (A.S.) Degree </div>	<div> Associated Program Medical Assisting </div> <div> Award Type Associate in Science (A.S.) Degree </div>
		<div> Associated Program Medical Assisting (In Development) </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>	<div> Associated Program Medical Assisting (In Development) </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>
		<div> Associated Program Medical Assisting (In Development) </div> <div> Award Type Associate in Science (A.S.) Degree </div>	<div> Associated Program Medical Assisting (In Development) </div> <div> Award Type Associate in Science (A.S.) Degree </div>

Changed	Field	Current Version		Proposed Version	
		Associated Program	Medical File Clerk	Associated Program	Medical File Clerk
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Medical Reception	Associated Program	Medical Reception
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Medical Reception (In Development)	Associated Program	Medical Reception (In Development)
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Medical Records Clerk	Associated Program	Medical Records Clerk
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Medical Transcribing with Editing	Associated Program	Medical Transcribing with Editing
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Phlebotomy Technician I	Associated Program	Phlebotomy Technician I
		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 CSU only	Transferable to CSU only

Changed	Field	Current Version	Proposed Version
	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
	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

Changed	Field	Current Version	Proposed Version
	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

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

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

Specifications			
Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	Methods of Instruction	Methods of Instruction Methods of Instruction
		Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz review performed in class Collaborative learning and small group discussions Homework and Extended projects	Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz review performed in class Collaborative learning and small group discussions Homework and Extended projects

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Reading: <ol style="list-style-type: none"> 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis 2. Assignments from text and supplemental sources in preparation for class discussion 2. Writing: <ol style="list-style-type: none"> 1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles 2. Complete worksheets that include observations, results and critical analysis 	<ol style="list-style-type: none"> 1. Reading: <ol style="list-style-type: none"> 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis 2. Assignments from text and supplemental sources in preparation for class discussion 2. Writing: <ol style="list-style-type: none"> 1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles 2. Complete worksheets that include observations, results and critical analysis



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Written Assignments- Critical analysis and discussion of case studies present in lecture and lab or assigned readings. Based on a rubric.
2. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention
3. Comprehensive Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course

Methods of Evaluation

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2. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention
3. Comprehensive Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None

Changed	Field	Current Version	Proposed Version																				
❗	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Honeycutt, Alyson and Milliken, Mary Elizabeth. "Understanding Human Behavior: A Guide for Health Care Professionals". Boston, MA: Cengage Learning, 9th Ed. 2018.</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	Honeycutt, Alyson and Milliken, Mary Elizabeth. "Understanding Human Behavior: A Guide for Health Care Professionals". Boston, MA: Cengage Learning, 9th Ed. 2018.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>"Understanding Human Behavior: A Guide for Health Care Professionals".</td></tr><tr><td>Author</td><td>Honeycutt, Alyson and Milliken, Mary Elizabeth</td></tr><tr><td>Publisher</td><td>Cengage Learning</td></tr><tr><td>Date/Edition</td><td>2023, 10th Ed.</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	"Understanding Human Behavior: A Guide for Health Care Professionals".	Author	Honeycutt, Alyson and Milliken, Mary Elizabeth	Publisher	Cengage Learning	Date/Edition	2023, 10th Ed.	ISBN	No value
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Suggested Reading List		<table><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	<table><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												
Reading List	None.																						
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Learning Outcomes
<div></div>

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Compare and contrast the various roles of the health care team. • Examine the evolution of the health technology team member's roles as it relates to the health care team • Identify and evaluate the desirable characteristics and abilities of the various health care team members • Describe proficiency in skills for all health technology team members. • Differentiate between administrative and clinical responsibilities of the health technology team members • Analyze the various methods of coping with loss • Analyze the rewards of a career as a member of the health technology team • Differentiate among the types of available medical care • Describe the specialties and specialists in the following medical specialties • Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. 	<ul style="list-style-type: none"> • Compare and contrast the various roles of the health care team. • Examine the evolution of the health technology team member's roles as it relates to the health care team • Identify and evaluate the desirable characteristics and abilities of the various health care team members • Describe proficiency in skills for all health technology team members. • Differentiate between administrative and clinical responsibilities of the health technology team members • Analyze the various methods of coping with loss • Analyze the rewards of a career as a member of the health technology team • Differentiate among the types of available medical care • Describe the specialties and specialists in the following medical specialties • Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.



CSLOs

CSLOs Develop the evolution, desirable characteristics and abilities of various roles of health technologies team members as it relates to the health care team.

Expected SLO Performance 0.0

CSLOs Develop the evolution, desirable characteristics and abilities of various roles of health technologies team members as it relates to the health care team.

Expected SLO Performance 0.0

CSLOs Develop various methods of coping with loss.

Expected SLO Performance 0.0

CSLOs Develop various methods of coping with loss.

Expected SLO Performance 0.0

CSLOs Analyze the evolution, key traits, and skills of health technology team members, and examine their roles and contributions within the healthcare team.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Compare and contrast the various roles of the health care team.</p> <ol style="list-style-type: none"> 1. Explain the training and education of four licensed ambulatory health care employees such as Physician's Assistant, Registered Nurse, Licensed Vocational Nurse, and Nurse Practitioner 2. Explain the training and education of certified ambulatory health care team members such as Certified Nursing Assistant, Home Health Aide, Acute Certified Nursing Assistant 3. Explain the training and education of health technology team members such as Medical Assistant, Medical Secretary, Medical Receptionist, Medical File Clerk, Medical Record Clerk, Business Office Clerk, Insurance and Coding Specialist, Medical Transcriber, EKG Technician, Lab Assistant, and Phlebotomist 4. Explain the training and education of other health care team members such as Physical Therapy/Physical Therapy Assistant, Occupational Therapist, Respiratory Therapist, Radiology Technologist/Radiation Therapist <p>2. Examine the evolution of the health technology team member's roles as it relates to the health care team</p> <ol style="list-style-type: none"> 1. Analyze the economic forces (HMOs, unions) 2. Differentiate the institutional policies and procedures 3. Trace the historical events that led to the various roles 4. Analyze the cultural/ethnic diversity effects of the roles 	<p>1. Compare and contrast the various roles of the health care team.</p> <ol style="list-style-type: none"> 1. Explain the training and education of four licensed ambulatory health care employees such as Physician's Assistant, Registered Nurse, Licensed Vocational Nurse, and Nurse Practitioner 2. Explain the training and education of certified ambulatory health care team members such as Certified Nursing Assistant, Home Health Aide, Acute Certified Nursing Assistant 3. Explain the training and education of health technology team members such as Medical Assistant, Medical Secretary, Medical Receptionist, Medical File Clerk, Medical Record Clerk, Business Office Clerk, Insurance and Coding Specialist, Medical Transcriber, EKG Technician, Lab Assistant, and Phlebotomist 4. Explain the training and education of other health care team members such as Physical Therapy/Physical Therapy Assistant, Occupational Therapist, Respiratory Therapist, Radiology Technologist/Radiation Therapist <p>2. Examine the evolution of the health technology team member's roles as it relates to the health care team</p> <ol style="list-style-type: none"> 1. Analyze the economic forces (HMOs, unions) 2. Differentiate the institutional policies and procedures 3. Trace the historical events that led to the various roles 4. Analyze the cultural/ethnic diversity effects of the roles

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

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- | | |
|--|--|
| <ul style="list-style-type: none">5. Explain how technology has changed the roles3. Identify and evaluate the desirable characteristics and abilities of the various health care team members<ul style="list-style-type: none">1. Describe thinking skills that include creative thinking, decision making, problem solving, reasoning2. Compare and contrast the ability to communicate with others that includes skills such as diplomacy, negotiation skills, cultural differences and team member oriented3. Identify and explain personal attributes such as leadership skills, tolerant, honesty, integrity, empathetic, calm manner, attentiveness4. Efficient with time, money, and material resources4. Describe proficiency in skills for all health technology team members.<ul style="list-style-type: none">1. Medical terminology2. Law and ethics3. Oral communication4. Written communication5. Keyboarding skill5. Differentiate between administrative and clinical responsibilities of the health technology team members<ul style="list-style-type: none">1. List administrative responsibilities of health technology team member<ul style="list-style-type: none">1. Employee interaction2. Basic preparation3. Administrative assisting4. Patient education5. Interpersonal relations6. Public relations2. List proficient clinical skills for health technology team members<ul style="list-style-type: none">1. Employee interaction2. Basic preparation3. Clinic assisting4. Patient education5. Interpersonal relations6. Public relations | <ul style="list-style-type: none">5. Explain how technology has changed the roles3. Identify and evaluate the desirable characteristics and abilities of the various health care team members<ul style="list-style-type: none">1. Describe thinking skills that include creative thinking, decision making, problem solving, reasoning2. Compare and contrast the ability to communicate with others that includes skills such as diplomacy, negotiation skills, cultural differences and team member oriented3. Identify and explain personal attributes such as leadership skills, tolerant, honesty, integrity, empathetic, calm manner, attentiveness4. Efficient with time, money, and material resources4. Describe proficiency in skills for all health technology team members.<ul style="list-style-type: none">1. Medical terminology2. Law and ethics3. Oral communication4. Written communication5. Keyboarding skill5. Differentiate between administrative and clinical responsibilities of the health technology team members<ul style="list-style-type: none">1. List administrative responsibilities of health technology team member<ul style="list-style-type: none">1. Employee interaction2. Basic preparation3. Administrative assisting4. Patient education5. Interpersonal relations6. Public relations2. List proficient clinical skills for health technology team members<ul style="list-style-type: none">1. Employee interaction2. Basic preparation3. Clinic assisting4. Patient education5. Interpersonal relations6. Public relations |
|--|--|

6. Analyze the various methods of coping with loss
 1. Identify and explain the gains and losses throughout lifespan
 2. Compare changing attitudes and practices of dealing with death
 3. Describe grief and bereavement
 4. Explain how the dying person copes with pending death
7. Analyze the rewards of a career as a member of the health technology team
 1. Differentiate job security in the various health technology careers
 2. Explain job satisfaction as a health care provider
 3. Identify a reasonable salary range for the health technology careers
 4. Describe the benefits in the health care field
8. Differentiate among the types of available medical care
 1. Compare and contrast general medicine and family practice
 2. Explain prepaid comprehensive care
 3. Identify various specialty practices
 4. Explain preventive medicine and public health
9. Describe the specialties and specialists in the following medical specialties
 1. Aerospace medicine
 2. Allergy and immunology
 3. Anesthesiology
 4. Dermatology
 5. Emergency medicine
 6. Family practice
 7. Internal medicine
 8. Neurology
 9. Nuclear medicine
10. Obstetrics & Gynecology
11. Ophthalmology
12. Otorhinolaryngology
13. Pathology

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 6. Family practice
 7. Internal medicine
 8. Neurology
 9. Nuclear medicine
10. Obstetrics & Gynecology
11. Ophthalmology
12. Otorhinolaryngology
13. Pathology

Changed	Field	Current Version	Proposed Version
		14. Pediatrics 15. Physical medicine and rehabilitation 16. Preventive medicine 17. Psychiatry 18. Radiology 19. Surgery and specialty surgeries 10. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. <ol style="list-style-type: none"> 1. Identify cultural differences 2. Compare gender differences 3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities 	14. Pediatrics 15. Physical medicine and rehabilitation 16. Preventive medicine 17. Psychiatry 18. Radiology 19. Surgery and specialty surgeries 10. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. <ol style="list-style-type: none"> 1. Identify cultural differences 2. Compare gender differences 3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities
	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

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	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
	<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
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	Outline - D. Describe proficiency in skills for all health technology team members.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<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
	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.</p> <p>Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.</p>	No Value	No Value

H-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments							
Changed	Questions	Current Version	Proposed Version				
	Stage 2: Department Chair	No Value	No Value				
!	Stage 3: Division Curriculum Representative	No Value	DateTab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			2/12	Basic Info	req	remove stand alone statement	Y
					req	attach hybrid delivery form	See comment bellow
						complete C matrix for advisories	
			DateTab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			2/20	Basic Course Info	Required	Please attach Online delivery form	Y
				C- Matrix	Required	Please complete C matrix for advisories	See comment bellow.
	Stage 4: Division Dean	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
!	Stage 5: SLO Coordinator	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/11/2025	Learning Outcomes	CSLOs	Requested	Reword simplify "Develop the evolution, desirable characteristics and abilities of various roles of health technologies team members as it relates to the health care team." To something such as "Analyze the evolution of, describe the characteristics and abilities of the various roles of health technologies team members as they relate to the health care team."	Y
			3/19/2025	learning Outcomes	CSLO	Required	CSLO #1 and #3 are pretty much identical. The wording of CSLO #3 is concise, correct grammar and clear. Please remove as in 'delete' CSLO #1.	Y
	Stage 7: Content Review Matrix Liaison	No Value	No Value					
	Stage 8: Dean of Online Learning	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	HTEC 050	HTEC 050
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	10/27/2020
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	HTECD050.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000574880

Articulation

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

Course Outline of Record Report

05/14/2025

HTECD350. : Introduction to Health Technologies

General Information

Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Attachments:	Online_HTEC_350_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD350.
Short Course Title:	INTRO HEALTH TECHNOLOGIES
Course Title (CB02) :	Introduction to Health Technologies
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course provides a comprehensive survey of health technology programs, with a focus on the associated professions. It is designed to help students identify their personal strengths and areas for improvement as they relate to careers in health technology. Additionally, the course introduces foundational principles of human behavior, tailored to support students pursuing health technology professions.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit stand-alone CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course is a Stand-Alone course. This course will train students to gain an understanding of the responsibilities of health care careers.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is develop the evolution, desirable characteristics and abilities of various roles of health technologies team members as it relates to the health care team, develop various methods of coping with loss. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class (Contact) Hours 24

Total Course Out-of-Class Hours 48

Total Student Learning Hours 24

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

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

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids
	Discussion of assigned reading
	Discussion and problem solving performed in class
	Quiz review performed in class
	Collaborative learning and small group discussions
	Homework and Extended projects

Assignments

- A. Reading:
1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
 2. Assignments from text and supplemental sources in preparation for class discussion

B. Writing:

1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
2. Complete worksheets that include observations, results and critical analysis

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written Assignments-Critical analysis and discussion of case studies present in lecture and lab or assigned readings. Based on a rubric.
- B. Quizzes-Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention
- C. Comprehensive Final Examination-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Honeycutt, Alyson and Milliken, Mary Elizabeth	"Understanding Human Behavior: A Guide for Health Care Professionals"	Cengage Learning	2023, 10th Ed.	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Compare and contrast the various roles of the health care team.

Examine the evolution of the health technology team member's roles as it relates to the health care team

Identify and evaluate the desirable characteristics and abilities of the various health care team members

Describe proficiency in skills for all health technology team members.

Differentiate between administrative and clinical responsibilities of the health technology team members

Analyze the various methods of coping with loss

Analyze the rewards of a career as a member of the health technology team

Differentiate among the types of available medical care

Describe the specialties and specialists in the following medical specialties

Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Develop the evolution, desirable characteristics and abilities of various roles of health technologies team members as it relates to the health care team.

Expected SLO Performance: 0.0

Develop various methods of coping with loss.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Compare and contrast the various roles of the health care team.
 1. Explain the training and education of four licensed ambulatory health care employees such as Physician's Assistant, Registered Nurse, Licensed Vocational Nurse, and Nurse Practitioner
 2. Explain the training and education of certified ambulatory health care team members such as Certified Nursing Assistant, Home Health Aide, Acute Certified Nursing Assistant
 3. Explain the training and education of health technology team members such as Medical Assistant, Medical Secretary, Medical Receptionist, Medical File Clerk, Medical Record Clerk, Business Office Clerk, Insurance and Coding Specialist, Medical Transcriber, EKG Technician, Lab Assistant, and Phlebotomist
 4. Explain the training and education of other health care team members such as Physical Therapy/Physical Therapy Assistant, Occupational Therapist, Respiratory Therapist, Radiology Technologist/Radiation Therapist
- B. Examine the evolution of the health technology team member's roles as it relates to the health care team
 1. Analyze the economic forces (HMOs, unions)
 2. Differentiate the institutional policies and procedures
 3. Trace the historical events that led to the various roles
 4. Analyze the cultural/ethnic diversity effects of the roles
 5. Explain how technology has changed the roles
- C. Identify and evaluate the desirable characteristics and abilities of the various health care team members
 1. Describe thinking skills that include creative thinking, decision making, problem solving, reasoning
 2. Compare and contrast the ability to communicate with others that includes skills such as diplomacy, negotiation skills, cultural differences and team member oriented

3. Identify and explain personal attributes such as leadership skills, tolerant, honesty, integrity, empathetic, calm manner, attentiveness
4. Efficient with time, money, and material resources
- D. Describe proficiency in skills for all health technology team members.
 1. Medical terminology
 2. Law and ethics
 3. Oral communication
 4. Written communication
 5. Keyboarding skill
- E. Differentiate between administrative and clinical responsibilities of the health technology team members
 1. List administrative responsibilities of health technology team member
 - a. Employee interaction
 - b. Basic preparation
 - c. Administrative assisting
 - d. Patient education
 - e. Interpersonal relations
 - f. Public relations
 2. List proficient clinical skills for health technology team members
 - a. Employee interaction
 - b. Basic preparation
 - c. Clinic assisting
 - d. Patient education
 - e. Interpersonal relations
 - f. Public relations
- F. Analyze the various methods of coping with loss
 1. Identify and explain the gains and losses throughout lifespan
 2. Compare changing attitudes and practices of dealing with death
 3. Describe grief and bereavement
 4. Explain how the dying person copes with pending death
- G. Analyze the rewards of a career as a member of the health technology team
 1. Differentiate job security in the various health technology careers
 2. Explain job satisfaction as a health care provider
 3. Identify a reasonable salary range for the health technology careers
 4. Describe the benefits in the health care field
- H. Differentiate among the types of available medical care
 1. Compare and contrast general medicine and family practice
 2. Explain prepaid comprehensive care
 3. Identify various specialty practices
 4. Explain preventive medicine and public health
- I. Describe the specialties and specialists in the following medical specialties
 - A. Aerospace medicine
 - B. Allergy and immunology
 - C. Anesthesiology
 - D. Dermatology
 - E. Emergency medicine
 - F. Family practice
 - G. Internal medicine
 - H. Neurology
 - I. Nuclear medicine
 - J. Obstetrics & Gynecology
 - K. Ophthalmology
 - L. Otorhinolaryngology
 - M. Pathology
 - N. Pediatrics
 - O. Physical medicine and rehabilitation
 - P. Preventive medicine
 - Q. Psychiatry
 - R. Radiology
 - S. Surgery and specialty surgeries
- J. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
 1. Identify cultural differences
 2. Compare gender differences
 3. Describe various techniques for working with co-workers with disabilities
 4. Compare various techniques for working with patients with disabilities

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

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 2
- Total Load: 0
- Seat Ct: 0
- (mkct 5/14/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

Outline - D. Describe proficiency in skills for all health technology team members.

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6	Basic course info	Proposal details	required	Effective term is F26	Y
			required	Attach online delivery form	Y
		Course justification	required	Remove transferability	Y
		Stand-alone statement	required	Remove statement	Y
3/12		Course justification	question	I believe non-credit is not transferable(?)	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/26/2025	Learning Outcomes	CSLO	Required	Every course must have at least one SLO. For example: Summarize the qualifications, rewards, responsibilities of one or more careers in the health care industry.	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/7/2025	Learning Outcomes	CSLOs	Required	CSLO should be same in credit and noncredit versions	Y

Stage 7: Content Review Matrix Liaison
No Value
Stage 8: Dean of Online Learning
No Value
Stage 9: Articulation Officer
No Value
Stage 10: De Anza General Education
No Value
Stage 13: Curriculum Committee
No Value

CO
Sort ID (00 < 10; 0 < 100)
No Value
Course Status
No Value
Course Characteristics
No Value
Cross-Listed/Related Course Information
No Value
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)
No Value
Hybrid Approval Date (MM/DD/YYYY)
No Value
Curriculum Office Notes

No Value

De Anza College

Change Report



05/08/2025

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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

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
Comments	Stage 3: Division Curriculum Representative
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?
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	• Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD061.	HTECD061.
	Course Control Number	CCC000332343	CCC000332343
	Course Title (CB02)	Medical Communications	Medical Communications
	Short Course Title	MEDICAL COMMUNICATIONS	MEDICAL COMMUNICATIONS
	TOP Code (CB03)	1208.00	1208.00 Medical Assisting
	CIP Code	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	Department	HTEC - Health Technologies	HTEC - Health Technologies
!	Effective Term	Fall 2021	Fall 2021 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Application of medical terminology, abbreviations, symbols, numbers, keyboarding appropriate formats in medical communications; medical chart notes, history and physicals, consultations and operative reports.	Application- <u>This course focuses on the application</u> of medical terminology, abbreviations, symbols, numbers, keyboarding appropriate formats in medical communications; medical chart notes, history and physicals, consultations and operative reports.
!	Course Type (CB27)	No value	• Lower Division
!	Mode of Delivery	• NA	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the an Associate's Degree in Health Technologies. This course will teach the students to design a standard medical business letter and analyze the four basic formats of letter preparation.	This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the an Associate's Degree in Health Technologies. This course will teach the students to design a standard medical business letter and analyze the four basic formats of letter preparation.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	


Stand-Alone Statement

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


CTE Course

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

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

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
	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	<div> Associated Program Insurance and Coding </div> <div> Award Type Certificate of Achievement (COA) </div>	<div> Associated Program Insurance and Coding </div> <div> Award Type Certificate of Achievement (COA) </div>
		<div> Associated Program Medical Assisting </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>	<div> Associated Program Medical Assisting </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>
		<div> Associated Program Medical Assisting </div> <div> Award Type Associate in Science (A.S.) Degree </div>	<div> Associated Program Medical Assisting </div> <div> Award Type Associate in Science (A.S.) Degree </div>
		<div> Associated Program Medical Assisting (In Development) </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>	<div> Associated Program Medical Assisting (In Development) </div> <div> Award Type Certificate of Achievement-Advanced (COA-A) </div>
		<div> Associated Program Medical Assisting (In Development) </div> <div> Award Type Associate in Science (A.S.) Degree </div>	<div> Associated Program Medical Assisting (In Development) </div> <div> Award Type Associate in Science (A.S.) Degree </div>
		<div> Associated Program Medical Reception </div> <div> Award Type Certificate of Achievement (COA) </div>	<div> Associated Program Medical Reception </div> <div> Award Type Certificate of Achievement (COA) </div>
		<div> Associated Program Medical Reception (In Development) </div> <div> Award Type Certificate of Achievement (COA) </div>	<div> Associated Program Medical Reception (In Development) </div> <div> Award Type Certificate of Achievement (COA) </div>

Changed	Field	Current Version		Proposed Version	
		Associated Program	Medical Transcribing with Editing	Associated Program	Medical Transcribing with Editing
		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 CSU only		Transferable to CSU only	
	Course General Education Status (CB25)	Y		Y	
	Transfer Status	Approved		Approved	
	GE Information	No value		No value	

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version		Proposed Version	
	Lecture Hours - In Class	1		1	
	Lecture Hours - Out of Class	2		2	
	Laboratory Hours - In Class	2		2	
	Laboratory Hours - Out of Class	0		0	
	NA Hours - In Class	0		0	
	NA Hours - Out of Class	0		0	

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	60	60
	Lecture Hours - Course In-Class (Contact) per Term	12	12
	Lecture Hours - Course Out-of-Class per Term	24	24
	Laboratory Hours - Course In-Class (Contact) per Term	24	24
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	24	24

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	1.5	1.5
	Total Credit Units - Maximum Credit Units	1.5	1.5

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

Credit / Non-Credit Options			
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - 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	36	36
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	1.5	1.5
	Minimum Credit Units	1.5	1.5
	Maximum Credit Units	1.5	1.5

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

Specifications			



Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 Quiz review performed in class
 Collaborative learning and small group discussions
 Homework and Extended projects
 Laboratory quizzes that evaluate the weekly laboratory exercises
 Laboratory experience which involves students in formal exercises

Methods of Instruction

Methods of Instruction


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Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 Quiz review performed in class
 Collaborative learning and small group discussions
 Homework and Extended projects
 Laboratory quizzes that evaluate the weekly laboratory exercises
 Laboratory experience which involves students in formal exercises

Assignments

1. Reading:
 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
 2. Assignments from text and supplemental sources in preparation for class discussion
2. Writing:
 1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
 2. Complete worksheets that include observations, results and critical analysis
 3. Perform laboratory procedures as outlined in the student mastery manual

1. Reading:
 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
 2. Assignments from text and supplemental sources in preparation for class discussion
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 1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
 2. Complete worksheets that include observations, results and critical analysis
 3. Perform laboratory procedures as outlined in the student mastery manual

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	<div>Methods of Evaluation</div>	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div>

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Written Assignments- Critical analysis and discussion of case studies present in lecture and lab or assigned readings. Based on a rubric. 2. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention 3. Objective tests- Written examination designed to demonstrate students understanding of the course material presented in lecture-lab 4. Lab Activity- Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations. 5. Comprehensive Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Written Assignments- Critical analysis and discussion of case studies present in lecture and lab or assigned readings. Based on a rubric. 2. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention 3. Objective tests- Written examination designed to demonstrate students understanding of the course material presented in lecture-lab 4. Lab Activity- Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations. 5. Comprehensive Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts

Changed	Field	Current Version	Proposed Version																				
		<div>throughout the course</div> <div>6. Comprehensive Practical Examination- Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course</div>	<div>throughout the course</div> <div>6. Comprehensive Practical Examination- Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course</div>																				
!	Essential Student Materials/Essential College Facilities	<div>Essential Student Materials:</div> <div><ul style="list-style-type: none">None.</div> <div>Essential College Facilities:</div> <div><ul style="list-style-type: none">Access to computer lab</div>	<div>Essential Student Materials:</div> <div><ul style="list-style-type: none">None</div> <div>Essential College Facilities:</div> <div><ul style="list-style-type: none">Access to computer lab</div>																				
!	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Diehl, Marcy. "Medical Transcription: Techniques and Procedures". Philadelphia, PA: Saunders, 7th Ed. 2012.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Diehl, Marcy. "Medical Transcription: Techniques and Procedures". Philadelphia, PA: Saunders, 7th Ed. 2012.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>"Medical Transcription: Techniques and Procedures"</td></tr><tr><td>Author</td><td>Diehl, Marcy</td></tr><tr><td>Publisher</td><td>Saunders</td></tr><tr><td>Date/Edition</td><td>8th Ed. 2014</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	"Medical Transcription: Techniques and Procedures"	Author	Diehl, Marcy	Publisher	Saunders	Date/Edition	8th Ed. 2014	ISBN	No value
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ISBN	No value																						
!	Suggested Reading List	<table><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">• Identify when and how to use proper grammar, numbers, medical and business symbols and abbreviations.• Locate medical terms using medical dictionaries, medical word books, and other references, and by the use of cross references.• Design a standard medical business letter and analyze the four basic formats of letter preparation.• Organize the various mechanical formats and guidelines used to prepare a history and physical report.• Distinguish the information which appears in various medical reports.• Differentiate words concerned with the keyboarding, proofreading and editing of manuscripts and abstracts.• Apply learned skills to education situations.• Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.	<ul style="list-style-type: none">• Identify when and how to use proper grammar, numbers, medical and business symbols and abbreviations.• Locate medical terms using medical dictionaries, medical word books, and other references, and by the use of cross references.• Design a standard medical business letter and analyze the four basic formats of letter preparation.• Organize the various mechanical formats and guidelines used to prepare a history and physical report.• Distinguish the information which appears in various medical reports.• Differentiate words concerned with the keyboarding, proofreading and editing of manuscripts and abstracts.• Apply learned skills to education situations.• Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

Changed Field

Current Version

Proposed Version

CSLOs

CSLOs

Develop the various mechanical formats and guidelines used to prepare a medical history and physical report and design the information which appears in various medical reports.

**Expected
SLO
Performance**

0.0

CSLOs

Develop the various mechanical formats and guidelines used to prepare a medical history and physical report and design the information which appears in various medical reports.

**Expected
SLO
Performance**

0.0

CSLOs

Demonstrate words concerned with keyboarding, proofreading and editing of manuscripts and abstracts.

**Expected
SLO
Performance**

0.0

CSLOs

Demonstrate words concerned with keyboarding, proofreading and editing of manuscripts and abstracts.

**Expected
SLO
Performance**

0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Identify when and how to use proper grammar, numbers, medical and business symbols and abbreviations. <ol style="list-style-type: none"> 1. Explain when a number should be typed as a figure, typed in spelled-out form or typed as a roman numeral. 2. Demonstrate typing medical and business symbols and abbreviations when appropriate. 2. Locate medical terms using medical dictionaries, medical word books, and other references, and by the use of cross references. <ol style="list-style-type: none"> 1. Locate medical terms by the use of cross references. <ol style="list-style-type: none"> 1. Medical and English dictionaries. 2. Medical and surgical references, word books. 3. Classification. 2. State the type of book(s) used to locate medical words to enhance research skills. 3. Exchange reference sources with coworkers. 4. Interpret definitions of various medical terms when given orally. 5. Identify the limitations of computer software spell checkers. 6. Name resources for locating newly coined medical terms. 7. Identify where English words and medical terms are divided. <ol style="list-style-type: none"> 1. Basic rules for hyphenation of English words. 2. Basic rules for hyphenation of medical terms. 3. Basic rules for avoiding hyphenation. 8. Demonstrate the use of the Physician's Desk Reference as a drug speller. 	<ol style="list-style-type: none"> 1. Identify when and how to use proper grammar, numbers, medical and business symbols and abbreviations. <ol style="list-style-type: none"> 1. Explain when a number should be typed as a figure, typed in spelled-out form or typed as a roman numeral. 2. Demonstrate typing medical and business symbols and abbreviations when appropriate. 2. Locate medical terms using medical dictionaries, medical word books, and other references, and by the use of cross references. <ol style="list-style-type: none"> 1. Locate medical terms by the use of cross references. <ol style="list-style-type: none"> 1. Medical and English dictionaries. 2. Medical and surgical references, word books. 3. Classification. 2. State the type of book(s) used to locate medical words to enhance research skills. 3. Exchange reference sources with coworkers. 4. Interpret definitions of various medical terms when given orally. 5. Identify the limitations of computer software spell checkers. 6. Name resources for locating newly coined medical terms. 7. Identify where English words and medical terms are divided. <ol style="list-style-type: none"> 1. Basic rules for hyphenation of English words. 2. Basic rules for hyphenation of medical terms. 3. Basic rules for avoiding hyphenation. 8. Demonstrate the use of the Physician's Desk Reference as a drug speller.

3. Design a standard medical business letter and analyze the four basic formats of letter preparation.
 1. Select stationary suitable for producing professional correspondence.
 2. List the three basic sizes of letterhead stationary.
 3. Name three types of essential references for medical correspondence.
 4. Explain the steps in preparing to answer a letter.
 1. Placement.
 2. Form.
 3. Typing techniques.
 4. Proper mechanics.
 5. Spelling.
 6. Overall appearance.
 7. Content.
 5. Discuss the process of developing the value of a correspondence portfolio.
 6. Name letter styles and discuss their differences.
 1. Full block.
 2. Modified block.
 3. Modified block with indented paragraphs.
 7. List the four standard parts of a business letter.
 8. Design a business letter that would reflect a positive public image.
4. Organize the various mechanical formats and guidelines used to prepare a history and physical report.
 1. List and explain the formats of a history summary.
 1. Full block format.
 2. Modified block format.
 3. Indented format.
 4. Run-on format.
 2. List and explain the formats on a physical examination summary.
 1. Run-on format.
 2. Full block format.
 3. Modified block format.
 4. Indented format.
 3. Describe the outline.

3. Design a standard medical business letter and analyze the four basic formats of letter preparation.
 1. Select stationary suitable for producing professional correspondence.
 2. List the three basic sizes of letterhead stationary.
 3. Name three types of essential references for medical correspondence.
 4. Explain the steps in preparing to answer a letter.
 1. Placement.
 2. Form.
 3. Typing techniques.
 4. Proper mechanics.
 5. Spelling.
 6. Overall appearance.
 7. Content.
 5. Discuss the process of developing the value of a correspondence portfolio.
 6. Name letter styles and discuss their differences.
 1. Full block.
 2. Modified block.
 3. Modified block with indented paragraphs.
 7. List the four standard parts of a business letter.
 8. Design a business letter that would reflect a positive public image.
4. Organize the various mechanical formats and guidelines used to prepare a history and physical report.
 1. List and explain the formats of a history summary.
 1. Full block format.
 2. Modified block format.
 3. Indented format.
 4. Run-on format.
 2. List and explain the formats on a physical examination summary.
 1. Run-on format.
 2. Full block format.
 3. Modified block format.
 4. Indented format.
 3. Describe the outline.

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

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- | | |
|--|--|
| <ul style="list-style-type: none">4. List the data.5. Define a short-stay record.6. Explain an interval history.5. Distinguish the information which appears in various medical reports.<ul style="list-style-type: none">1. Explain what format would be used for discharge summaries and distinguish when a discharge summary is required.2. Identify the facts listed in an operative report such as description of findings, technical procedures used, specimens removed, preoperative and postoperative diagnosis, type of operation performed and others.3. Describe the various items listed in a pathology report.4. Describe the various items listed in a radiology report.5. Explain a consultation report.6. Define the term "autopsy protocol."7. Describe when medicolegal reports are performed.6. Differentiate words concerned with the keyboarding, proofreading and editing of manuscripts and abstracts.<ul style="list-style-type: none">1. Locate reference books in preparation for research of a professional report.2. List the guidelines for preparation of a manuscript.3. Differentiate how figures and illustrations should be handled in a manuscript.4. Explain the guidelines for editing and proofreading a manuscript.<ul style="list-style-type: none">1. Accuracy.2. Common errors.3. Editing.4. Proofreading marks.5. Correction tools.7. Apply learned skills to education situations.<ul style="list-style-type: none">1. Demonstrate ability to teach coworkers. | <ul style="list-style-type: none">4. List the data.5. Define a short-stay record.6. Explain an interval history.5. Distinguish the information which appears in various medical reports.<ul style="list-style-type: none">1. Explain what format would be used for discharge summaries and distinguish when a discharge summary is required.2. Identify the facts listed in an operative report such as description of findings, technical procedures used, specimens removed, preoperative and postoperative diagnosis, type of operation performed and others.3. Describe the various items listed in a pathology report.4. Describe the various items listed in a radiology report.5. Explain a consultation report.6. Define the term "autopsy protocol."7. Describe when medicolegal reports are performed.6. Differentiate words concerned with the keyboarding, proofreading and editing of manuscripts and abstracts.<ul style="list-style-type: none">1. Locate reference books in preparation for research of a professional report.2. List the guidelines for preparation of a manuscript.3. Differentiate how figures and illustrations should be handled in a manuscript.4. Explain the guidelines for editing and proofreading a manuscript.<ul style="list-style-type: none">1. Accuracy.2. Common errors.3. Editing.4. Proofreading marks.5. Correction tools.7. Apply learned skills to education situations.<ul style="list-style-type: none">1. Demonstrate ability to teach coworkers. |
|--|--|

Changed	Field	Current Version	Proposed Version
		2. Recognize impacts of cultural diversity. 3. Demonstrate adaptability in group setting. 8. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. 1. Identify cultural differences. 2. Compare gender differences. 3. Describe various techniques for working with co-workers with disabilities. 4. Compare various techniques for working with patients with disabilities.	2. Recognize impacts of cultural diversity. 3. Demonstrate adaptability in group setting. 8. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. 1. Identify cultural differences. 2. Compare gender differences. 3. Describe various techniques for working with co-workers with disabilities. 4. Compare various techniques for working with patients with disabilities.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Keyboarding 2. Proofreading 3. Editing of manuscripts and abstracts	1. Keyboarding 2. Proofreading 3. Editing of manuscripts and abstracts

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	HTEC D101C	HTEC D101C
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	HTEC D060A	HTEC D060A
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	Banner Start Term (202122)	202122	No Value
❗	Banner Division	2BH	No Value
❗	Catalog Term (21-22)	21-22	No Value
❗	5 Year Revision Year (2021)	2019	No Value
❗	Effective Quarter	Fall	No Value
❗	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	HTEC 061	HTEC 061
	Course Status	Non-substantial	Non-substantial
❗	Course Status Code	A	No Value
❗	Banner Department	HTEC	No Value
❗	Course Level	DU	No Value
❗	College Code	DA	No Value
	Course Characteristics	CTE	CTE

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	One hour lecture, two hours laboratory (36 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237003	No Value
!	Account Code	1320	No Value
!	Program Code	120800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Blue Form

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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value
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B-Matrix Form

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

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

C-Matrix Form

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

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<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
	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.</p> <p>Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.</p>	No Value	No Value

H-Matrix Form

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

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

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments							
Changed	Questions	Current Version	Proposed Version				
	Stage 2: Department Chair	No Value	No Value				
!	Stage 3: Division Curriculum Representative	No Value	Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed
			2/20	Basic Course Info	Required	Please attach Online Delivery Form Please remove Requiredstand-alone statement	Y
	Stage 4: Division Dean	No Value	No Value				
	Stage 5: SLO Coordinator	No Value	No Value				
	Stage 7: Content Review Matrix Liaison	No Value	No Value				

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

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	HTECD061.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000332343

Articulation		
Changed	Field	Current Version

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

Course Outline of Record Report

05/08/2025

HTECD361. : Medical Communications

General Information

Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_361_2026F_2.pdf ReqAdv_G_HTEC_361_2026F_1.pdf Online_HTEC_361_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD361.
Short Course Title:	MEDICAL COMMUNICATIONS
Course Title (CB02) :	Medical Communications
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course emphasizes the application of medical terminology, abbreviations, symbols, and numerical data in medical communications. Students will develop proficiency in keyboarding and formatting medical documents, including chart notes, history and physical reports, consultation notes, and operative reports.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course will teach the students to design a standard medical business letter and analyze the four basic formats of letter preparation.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is develop the various mechanical formats and guidelines used to prepare a medical history and physical report and design the information which appears in various medical reports. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	24
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	2	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	12
Laboratory	24
NA	0
Total	36

Course Out-of-Class Hours

Lecture	24
Laboratory	0
NA	0
Total	24

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids
	Discussion of assigned reading
	Discussion and problem solving performed in class
	Quiz review performed in class
	Collaborative learning and small group discussions
	Homework and Extended projects
	Laboratory quizzes that evaluate the weekly laboratory exercises
	Laboratory experience which involves students in formal exercises

Assignments

A. Reading:

1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
 2. Assignments from text and supplemental sources in preparation for class discussion
- B. Writing:
1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
 2. Complete worksheets that include observations, results and critical analysis
 3. Perform laboratory procedures as outlined in the student mastery manual

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written Assignments-Critical analysis and discussion of case studies present in lecture and lab or assigned readings. Based on a rubric.
- B. Quizzes-Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention
- C. Objective tests-Written examination designed to demonstrate students understanding of the course material presented in lecture-lab
- D. Lab Activity-Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations.
- E. Comprehensive Final Examination-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course
- F. Comprehensive Practical Examination-Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Access to computer lab

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Diehl, Marcy	"Medical Transcription: Techniques and Procedures"	Saunders	2014,8th Ed	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Identify when and how to use proper grammar, numbers, medical and business symbols and abbreviations.

Locate medical terms using medical dictionaries, medical word books, and other references, and by the use of cross references.

Design a standard medical business letter and analyze the four basic formats of letter preparation.

Organize the various mechanical formats and guidelines used to prepare a history and physical report.

Distinguish the information which appears in various medical reports.

Differentiate words concerned with the keyboarding, proofreading and editing of manuscripts and abstracts.

Apply learned skills to education situations.

Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Develop the various mechanical formats and guidelines used to prepare a medical history and physical report and design the information which appears in various medical reports.

Expected SLO Performance: 0.0

Demonstrate words concerned with keyboarding, proofreading and editing of manuscripts and abstracts.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Identify when and how to use proper grammar, numbers, medical and business symbols and abbreviations.
 1. Explain when a number should be typed as a figure, typed in spelled-out form or typed as a roman numeral.
 2. Demonstrate typing medical and business symbols and abbreviations when appropriate.
- B. Locate medical terms using medical dictionaries, medical word books, and other references, and by the use of cross references.
 1. Locate medical terms by the use of cross references.
 - a. Medical and English dictionaries.
 - b. Medical and surgical references, word books.
 - c. Classification.
 2. State the type of book(s) used to locate medical words to enhance research skills.
 3. Exchange reference sources with coworkers.
 4. Interpret definitions of various medical terms when given orally.
 5. Identify the limitations of computer software spell checkers.
 6. Name resources for locating newly coined medical terms.
 7. Identify where English words and medical terms are divided.

- a. Basic rules for hyphenation of English words.
 - b. Basic rules for hyphenation of medical terms.
 - c. Basic rules for avoiding hyphenation.
- 8. Demonstrate the use of the Physician's Desk Reference as a drug speller.
- C. Design a standard medical business letter and analyze the four basic formats of letter preparation.
 - 1. Select stationary suitable for producing professional correspondence.
 - 2. List the three basic sizes of letterhead stationary.
 - 3. Name three types of essential references for medical correspondence.
 - 4. Explain the steps in preparing to answer a letter.
 - a. Placement.
 - b. Form.
 - c. Typing techniques.
 - d. Proper mechanics.
 - e. Spelling.
 - f. Overall appearance.
 - g. Content.
 - 5. Discuss the process of developing the value of a correspondence portfolio.
 - 6. Name letter styles and discuss their differences.
 - a. Full block.
 - b. Modified block.
 - c. Modified block with indented paragraphs.
 - 7. List the four standard parts of a business letter.
 - 8. Design a business letter that would reflect a positive public image.
- D. Organize the various mechanical formats and guidelines used to prepare a history and physical report.
 - 1. List and explain the formats of a history summary.
 - a. Full block format.
 - b. Modified block format.
 - c. Indented format.
 - d. Run-on format.
 - 2. List and explain the formats on a physical examination summary.
 - a. Run-on format.
 - b. Full block format.
 - c. Modified block format.
 - d. Indented format.
 - 3. Describe the outline.
 - 4. List the data.
 - 5. Define a short-stay record.
 - 6. Explain an interval history.
- E. Distinguish the information which appears in various medical reports.
 - 1. Explain what format would be used for discharge summaries and distinguish when a discharge summary is required.
 - 2. Identify the facts listed in an operative report such as description of findings, technical procedures used, specimens removed, preoperative and postoperative diagnosis, type of operation performed and others.
 - 3. Describe the various items listed in a pathology report.
 - 4. Describe the various items listed in a radiology report.
 - 5. Explain a consultation report.
 - 6. Define the term "autopsy protocol."
 - 7. Describe when medicolegal reports are performed.
- F. Differentiate words concerned with the keyboarding, proofreading and editing of manuscripts and abstracts.
 - 1. Locate reference books in preparation for research of a professional report.
 - 2. List the guidelines for preparation of a manuscript.
 - 3. Differentiate how figures and illustrations should be handled in a manuscript.
 - 4. Explain the guidelines for editing and proofreading a manuscript.
 - a. Accuracy.
 - b. Common errors.
 - c. Editing.
 - d. Proofreading marks.
 - e. Correction tools.
- G. Apply learned skills to education situations.
 - 1. Demonstrate ability to teach coworkers.
 - 2. Recognize impacts of cultural diversity.
 - 3. Demonstrate adaptability in group setting.
- H. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
 - 1. Identify cultural differences.

2. Compare gender differences.
3. Describe various techniques for working with co-workers with disabilities.
4. Compare various techniques for working with patients with disabilities.

Lab Outline

- A. Keyboarding
- B. Proofreading
- C. Editing of manuscripts and abstracts

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 1
- Lab Hrs: 2
- Load: 0
- Seat Ct: 0
- (mkct 05/06/2025)

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

No Value

Corequisite(s):

HTEC D301C

Advisory(ies):

No Value

Advisory(ies) - Other:

HTEC D360A

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value
Objective 2: Compose essays drawn from personal experience and assigned texts.
No Value
Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
No Value
Objective 4: Create syntactically varied sentences that are free of mechanical errors.
No Value
Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
No Value

B-Matrix Form
ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.
No Value
Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
No Value
Objective 2: Develop analytical ideas and topics for essays.
No Value
Objective 3: Compose and support thesis statements for analytical essays.
No Value
Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
No Value
Objective 5: Identify and practice writing for different audiences and purposes.
No Value
Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
No Value
Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value
Objective 3: Explore functions. No Value
Objective 4: Develop linear function models. No Value
Objective 5: Use systems of two linear equations to solve real world problems. No Value
Objective 6: Use linear inequalities in one variable to solve real world problems. No Value
Objective 7: Examine exponential expressions and develop exponential function models. No Value
Objective 8: Examine logarithmic expressions and develop logarithmic function models. No Value
Objective 9: Develop quadratic function models to solve problems. No Value
Objective 10: Investigate the characteristics of rational expressions. No Value
Objective 11: Develop skills to work with radical expressions. No Value

E-Matrix Form
<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
Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods. No Value
Objective 2: Explore the function concept algebraically, numerically, verbally and graphically. No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6	Basic course info	Course description	required	use complete sentences	Y
		Proposal details	required	attach online delivery form	Y
		Course justification	req	remove transferability	Y
		Stand-alone statement	req	remove statement	Y
	Specification	Primary texts	question	nothing?	Y
3/12		Course justification		non-credit is not transferable, is it?	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison
No Value
Stage 8: Dean of Online Learning
No Value
Stage 9: Articulation Officer
No Value
Stage 10: De Anza General Education
No Value
Stage 13: Curriculum Committee
No Value

CO
Sort ID (00 < 10; 0 < 100)
No Value
Course Status
No Value
Course Characteristics
No Value
Cross-Listed/Related Course Information
No Value
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)
No Value
Hybrid Approval Date (MM/DD/YYYY)
No Value
Curriculum Office Notes

No Value

De Anza College

Change Report

04/04/2025

Summary of Changes



Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
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	Emergency Approval

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 8: Dean of Online Learning
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?
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	• Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD071.	HTECD071.
	Course Control Number	CCC000574878	CCC000574878
	Course Title (CB02)	Medical Office Reception	Medical Office Reception
	Short Course Title	MEDICL OFFICE RECEPTION	MEDICL OFFICE RECEPTION
	TOP Code (CB03)	1208.00	1208.00 Medical Assisting
	CIP Code	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	Department	HTEC - Health Technologies	HTEC - Health Technologies
!	Effective Term	Fall 2021	Fall 2021 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Duties of the medical receptionist with emphasis on oral communications, appointment scheduling, and telephone technique.	Duties of <u>This course introduces the essential duties of a medical receptionist</u> receptionist, <u>with emphasis- a focus on effective oral communications;</u> communication, <u>appointment scheduling,</u> and professional telephone technique: <u>techniques.</u>
!	Course Type (CB27)	No value	• Lower Division
	Mode of Delivery	• Online	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associate's Degree in Health Technologies. This course will indoctrinate the students to demonstrate appropriate communication skills with patients and colleagues and steps required for job application.	This <u>CTE</u> course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associate's Degree in Health Technologies. This course will indoctrinate the students to demonstrate appropriate communication skills with patients and colleagues and steps required for job application.

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	

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


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

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

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	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	
!	Will the course be UC transferable?	No value	<u>No</u>

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table><tr><td>Associated Program</td><td>Medical Assisting</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Medical Assisting	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Medical Assisting</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Medical Assisting	Award Type	Certificate of Achievement-Advanced (COA-A)
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		<table><tr><td>Associated Program</td><td>Medical Assisting (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Medical Assisting (In Development)	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Medical Assisting (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Medical Assisting (In Development)	Award Type	Certificate of Achievement-Advanced (COA-A)
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Award Type		Certificate of Achievement-Advanced (COA-A)									
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Associated Program	Medical Assisting (In Development)										
Award Type	Associate in Science (A.S.) Degree										
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Award Type	Associate in Science (A.S.) Degree										
	<table><tr><td>Associated Program</td><td>Medical Reception</td></tr><tr><td>Award Type</td><td>Certificate of Achievement (COA)</td></tr></table>	Associated Program	Medical Reception	Award Type	Certificate of Achievement (COA)	<table><tr><td>Associated Program</td><td>Medical Reception</td></tr><tr><td>Award Type</td><td>Certificate of Achievement (COA)</td></tr></table>	Associated Program	Medical Reception	Award Type	Certificate of Achievement (COA)	
Associated Program	Medical Reception										
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Associated Program	Medical Reception (In Development)										
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Award Type	Certificate of Achievement (COA)										
	<table><tr><td>Associated Program</td><td>Medical Records Clerk</td></tr><tr><td>Award Type</td><td>Certificate of Achievement (COA)</td></tr></table>	Associated Program	Medical Records Clerk	Award Type	Certificate of Achievement (COA)	<table><tr><td>Associated Program</td><td>Medical Records Clerk</td></tr><tr><td>Award Type</td><td>Certificate of Achievement (COA)</td></tr></table>	Associated Program	Medical Records Clerk	Award Type	Certificate of Achievement (COA)	
Associated Program	Medical Records Clerk										
Award Type	Certificate of Achievement (COA)										
Associated Program	Medical Records Clerk										
Award Type	Certificate of Achievement (COA)										

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
	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	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



Changed	Field	Current Version	Proposed Version
	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>Methods of Instruction</div>	<div>Methods of Instruction</div>
		<div>Methods of Instruction</div> <div>Lecture and visual aids</div> <div>Discussion of assigned reading</div> <div>Discussion and problem solving performed in class</div> <div>Quiz review performed in class</div> <div>Collaborative learning and small group discussions</div> <div>Homework and Extended projects</div>	<div>Methods of Instruction</div> <div>Methods of Instruction</div> <div>Lecture and visual aids</div> <div>Discussion of assigned reading</div> <div>Discussion and problem solving performed in class</div> <div>Quiz review performed in class</div> <div>Collaborative learning and small group discussions</div> <div>Homework and Extended projects</div>

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Reading: <ol style="list-style-type: none"> 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis 2. Assignments from text and supplemental sources in preparation for class discussion 2. Writing: 3. Describes optimum layout for medical office waiting room <ol style="list-style-type: none"> 1. Weekly online assessments from Publisher Evolve 2. Produces five written telephone messages 3. Analyzes results of Learning Assessment Survey 	<ol style="list-style-type: none"> 1. Reading: <ol style="list-style-type: none"> 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis 2. Assignments from text and supplemental sources in preparation for class discussion 2. Writing: 3. Describes optimum layout for medical office waiting room <ol style="list-style-type: none"> 1. Weekly online assessments from Publisher Evolve 2. Produces five written telephone messages 3. Analyzes results of Learning Assessment Survey

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Written Assignments and Projects-Critical analysis and discussion of case studies present in lecture or assigned readings. Based on a rubric. 2. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention 3. Objective tests- Written examination designed to demonstrate students understanding of the course material presented in lecture 4. Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course 	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Written Assignments and Projects-Critical analysis and discussion of case studies present in lecture or assigned readings. Based on a rubric. 2. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention 3. Objective tests- Written examination designed to demonstrate students understanding of the course material presented in lecture 4. Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course
	Essential Student Materials/Essential College Facilities	<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																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Proctor, Niedzwiecki, Pepper and Madero. "Kinn's Administrative Medical Assistant: An Applied Learning Approach". St. Louis, MO: Elsevier, 13th Ed. 2017.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Proctor, Niedzwiecki, Pepper and Madero. "Kinn's Administrative Medical Assistant: An Applied Learning Approach". St. Louis, MO: Elsevier, 13th Ed. 2017.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>"Kinn's Administrative Medical Assistant: An Applied Learning Approach"</td></tr><tr><td>Author</td><td>Proctor, Niedzwiecki, Pepper and Madero</td></tr><tr><td>Publisher</td><td>Elsevier</td></tr><tr><td>Date/Edition</td><td>2023, 15th Ed.</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	"Kinn's Administrative Medical Assistant: An Applied Learning Approach"	Author	Proctor, Niedzwiecki, Pepper and Madero	Publisher	Elsevier	Date/Edition	2023, 15th Ed.	ISBN	No value
		Title	No value																				
		Author	Proctor, Niedzwiecki, Pepper and Madero. "Kinn's Administrative Medical Assistant: An Applied Learning Approach". St. Louis, MO: Elsevier, 13th Ed. 2017.																				
		Publisher	No value																				
		Date/Edition	No value																				
		ISBN	No value																				
		Title	"Kinn's Administrative Medical Assistant: An Applied Learning Approach"																				
		Author	Proctor, Niedzwiecki, Pepper and Madero																				
		Publisher	Elsevier																				
		Date/Edition	2023, 15th Ed.																				
ISBN	No value																						
	Suggested Reading List	<table><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"> • Define key terms common to the medical receptionist. • Compare and contrast the various types of medical care delivery • Identify the skills necessary to assist incoming and outgoing patients • Demonstrate appropriate communication skills with patients and colleagues • Identify and discuss the advantages and disadvantages of the different types of appointment scheduling • Identify and state the uses of a computer in a medical office • Compare and contrast the skills necessary to organize, record, and file patient information • Distinguish between processing mail and correspondence in the medical office • Discuss job opportunities and steps required for job application • Apply learned skills to patient education situations • Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. 	<ul style="list-style-type: none"> • Define key terms common to the medical receptionist. • Compare and contrast the various types of medical care delivery • Identify the skills necessary to assist incoming and outgoing patients • Demonstrate appropriate communication skills with patients and colleagues • Identify and discuss the advantages and disadvantages of the different types of appointment scheduling • Identify and state the uses of a computer in a medical office • Compare and contrast the skills necessary to organize, record, and file patient information • Distinguish between processing mail and correspondence in the medical office • Discuss job opportunities and steps required for job application • Apply learned skills to patient education situations • Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

Changed	Field	Current Version	Proposed Version
CSLOs			
		<div><div>CSLOs</div><div>Illustrate skills and knowledge necessary to create, organize and maintain a comfortable, efficient and safe medical office waiting room environment addressing patient needs, ingress/egress, privacy, personal space and ADA requirements.</div></div>	<div><div>CSLOs</div><div>Illustrate skills and knowledge necessary to create, organize and maintain a comfortable, efficient and safe medical office waiting room environment addressing patient needs, ingress/egress, privacy, personal space and ADA requirements.</div></div>
		<div><div>Expected SLO Performance</div><div>0.0</div></div>	<div><div>Expected SLO Performance</div><div>0.0</div></div>
		<div><div>CSLOs</div><div>Demonstrate correct methodology for taking written telephone messages with accuracy and necessary pertinent information in response to multiple scenarios.</div></div>	<div><div>CSLOs</div><div>Demonstrate correct methodology for taking written telephone messages with accuracy and necessary pertinent information in response to multiple scenarios.</div></div>
		<div><div>Expected SLO Performance</div><div>0.0</div></div>	<div><div>Expected SLO Performance</div><div>0.0</div></div>

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Define key terms common to the medical receptionist. <ol style="list-style-type: none"> 1. Interpersonal skills 2. Telephone techniques 3. Scheduling appointments 2. Compare and contrast the various types of medical care delivery <ol style="list-style-type: none"> 1. Discuss the advantages and disadvantages of managed care 2. List the three medical practice business structures 3. Identify and compare the two principle methods of paying for medical care 3. Identify the skills necessary to assist incoming and outgoing patients <ol style="list-style-type: none"> 1. Describe the role of the medical receptionist 2. Identify skills necessary to fulfill the duties required by a medical facility <ol style="list-style-type: none"> 1. List six considerations in keeping a reception room comfortable for patients 2. Instruct a new patient about providing personal data for the records and completing a registration form 3. Identify ways to successfully handle angry patients 3. Discuss the importance of professionalism 4. Locate resources and information for patients and employers 4. Demonstrate appropriate communication skills with patients and colleagues <ol style="list-style-type: none"> 1. State the factors that most influence the formation of a first impression 2. Compare and contrast sympathy and empathy 3. Identify and explain three components of listening 	<ol style="list-style-type: none"> 1. Define key terms common to the medical receptionist. <ol style="list-style-type: none"> 1. Interpersonal skills 2. Telephone techniques 3. Scheduling appointments 2. Compare and contrast the various types of medical care delivery <ol style="list-style-type: none"> 1. Discuss the advantages and disadvantages of managed care 2. List the three medical practice business structures 3. Identify and compare the two principle methods of paying for medical care 3. Identify the skills necessary to assist incoming and outgoing patients <ol style="list-style-type: none"> 1. Describe the role of the medical receptionist 2. Identify skills necessary to fulfill the duties required by a medical facility <ol style="list-style-type: none"> 1. List six considerations in keeping a reception room comfortable for patients 2. Instruct a new patient about providing personal data for the records and completing a registration form 3. Identify ways to successfully handle angry patients 3. Discuss the importance of professionalism 4. Locate resources and information for patients and employers 4. Demonstrate appropriate communication skills with patients and colleagues <ol style="list-style-type: none"> 1. State the factors that most influence the formation of a first impression 2. Compare and contrast sympathy and empathy 3. Identify and explain three components of listening

Changed	Field	Current Version	Proposed Version
		<p>4. List four possible barriers to communication</p> <ol style="list-style-type: none"> 1. Describe how physical impairment could be a barrier to communication 2. Distinguish how the medical receptionist would deal with language barriers 3. Define the term "bias" and describe how this could be a barrier to communication <p>5. Describe the difference between verbal and nonverbal communications</p> <p>6. Discuss the importance of telephone communications</p> <ol style="list-style-type: none"> 1. List ways the medical receptionist may develop a pleasing telephone personality 2. Identify and explain seven items to be included in taking a complete telephone message 3. Explain what is meant by "preplanning a call" 4. Demonstrate ability to take five written phone messages 5. Identify six types of calls that have to be referred to the physician <p>7. Describe effective team cooperation</p> <p>8. List and explain the three styles of management</p> <p>9. Explain the meaning of being a patient advocate</p> <p>5. Identify and discuss the advantages and disadvantages of the different types of appointment scheduling</p> <ol style="list-style-type: none"> 1. Describe four important features of appointment books 2. List and explain the three basic guidelines in scheduling appointments 	<p>4. List four possible barriers to communication</p> <ol style="list-style-type: none"> 1. Describe how physical impairment could be a barrier to communication 2. Distinguish how the medical receptionist would deal with language barriers 3. Define the term "bias" and describe how this could be a barrier to communication <p>5. Describe the difference between verbal and nonverbal communications</p> <p>6. Discuss the importance of telephone communications</p> <ol style="list-style-type: none"> 1. List ways the medical receptionist may develop a pleasing telephone personality 2. Identify and explain seven items to be included in taking a complete telephone message 3. Explain what is meant by "preplanning a call" 4. Demonstrate ability to take five written phone messages 5. Identify six types of calls that have to be referred to the physician <p>7. Describe effective team cooperation</p> <p>8. List and explain the three styles of management</p> <p>9. Explain the meaning of being a patient advocate</p> <p>5. Identify and discuss the advantages and disadvantages of the different types of appointment scheduling</p> <ol style="list-style-type: none"> 1. Describe four important features of appointment books 2. List and explain the three basic guidelines in scheduling appointments

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Determine patient need such as purpose of visit, patient's age, others 2. Compare the physicians' preferences and habits 3. Identify available facilities 3. Identify and explain the advantages of wave scheduling such as flexibility 4. Describe how to determine whether a request of an appointment is an emergency 5. State the reasons for recording a failed appointment in the patient's chart 6. Identify and state the uses of a computer in a medical office <ol style="list-style-type: none"> 1. List ten administrative tasks in a medical practice that might utilize a computer 2. Recognize various types of programs available for the medical office 3. List ergonomic factors necessary to avoid job related injuries 7. Compare and contrast the skills necessary to organize, record, and file patient information <ol style="list-style-type: none"> 1. Describe the information kept in a medical record 2. Describe the organization of a medical record 3. Demonstrate proper documentation in a medical record 4. Describe the types of filing systems 5. Describe the legal implications of record control 8. Distinguish between processing mail and correspondence in the medical office <ol style="list-style-type: none"> 1. Select the correct level of mail delivery services offered by the US Postal Service 2. Discuss alternate types of mail delivery 	<ol style="list-style-type: none"> 1. Determine patient need such as purpose of visit, patient's age, others 2. Compare the physicians' preferences and habits 3. Identify available facilities 3. Identify and explain the advantages of wave scheduling such as flexibility 4. Describe how to determine whether a request of an appointment is an emergency 5. State the reasons for recording a failed appointment in the patient's chart 6. Identify and state the uses of a computer in a medical office <ol style="list-style-type: none"> 1. List ten administrative tasks in a medical practice that might utilize a computer 2. Recognize various types of programs available for the medical office 3. List ergonomic factors necessary to avoid job related injuries 7. Compare and contrast the skills necessary to organize, record, and file patient information <ol style="list-style-type: none"> 1. Describe the information kept in a medical record 2. Describe the organization of a medical record 3. Demonstrate proper documentation in a medical record 4. Describe the types of filing systems 5. Describe the legal implications of record control 8. Distinguish between processing mail and correspondence in the medical office <ol style="list-style-type: none"> 1. Select the correct level of mail delivery services offered by the US Postal Service 2. Discuss alternate types of mail delivery

Changed	Field	Current Version	Proposed Version
		3. Rank the order of importance in sorting and distribution of mail 4. Describe methods of electronic communication 9. Discuss job opportunities and steps required for job application 1. Complete Learning Assessment Survey and apply results to improve learning efficiency and effectiveness 2. Explain how to locate job opportunities in the community 3. Identify required elements regarding resume content 4. Review current resume structure and format 5. Describe four phases of the interview process 6. Discuss Mission Statements and their impact on cover letters and interviews 10. Apply learned skills to patient education situations 1. Design a medical office waiting room 2. Record 5 telephone messages on paper template 11. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. 1. Identify cultural differences. 2. Compare gender differences. 3. Describe various techniques for working with co-workers with disabilities. 4. Compare various techniques for working with patients with disabilities.	3. Rank the order of importance in sorting and distribution of mail 4. Describe methods of electronic communication 9. Discuss job opportunities and steps required for job application 1. Complete Learning Assessment Survey and apply results to improve learning efficiency and effectiveness 2. Explain how to locate job opportunities in the community 3. Identify required elements regarding resume content 4. Review current resume structure and format 5. Describe four phases of the interview process 6. Discuss Mission Statements and their impact on cover letters and interviews 10. Apply learned skills to patient education situations 1. Design a medical office waiting room 2. Record 5 telephone messages on paper template 11. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. 1. Identify cultural differences. 2. Compare gender differences. 3. Describe various techniques for working with co-workers with disabilities. 4. Compare various techniques for working with patients with disabilities.
	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
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2019	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	HTEC 071	HTEC 071
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	HTEC	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)	11/08/2022	11/08/2022

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).)	Two hours lecture (24 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237003	No Value
!	Account Code	1320	No Value
!	Program Code	120800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Online Added. 11/08/2022. MK. 	<ul style="list-style-type: none"> Online Added. 11/08/2022. MK.
!	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:	HTEC D060A	HTEC D060A
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value

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

Blue Form

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

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

A-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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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
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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
	<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
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Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

No Value

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
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	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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Comments

Changed	Questions	Current Version	Proposed Version
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	Stage 2: Department Chair	No Value	No Value
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	Stage 3: Division Curriculum Representative	No Value	
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			DateTab
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			Part - Type of Field Edit
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			Edit
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			Initiator - Indicate "Y" When Completed
--	--	--	--

			Basic 2/20 Course Info
--	--	--	---------------------------

			Required
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			Please remove stand-alone statement
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			Y
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	Stage 4: Division Dean	No Value	No Value
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	Stage 5: SLO Coordinator	No Value	No Value
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	Stage 7: Content Review Matrix Liaison	No Value	No Value
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Changed	Questions	Current Version	Proposed Version					
	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/20/24	Gabriela Nocito	Basic Information - Proposal Details - Attachments	Required	Please attach the new Course Online Delivery Request form available within eLumen under Reference Materials. (the one attached is from 2020)	Y
	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					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	HTECD071.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000574878

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

De Anza College


Change Report

04/15/2025

Summary of Changes


Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
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	Emergency Approval

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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?
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	• Maureen Miramontes

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	HTECD094.	HTECD094.
	Course Control Number	CCC000574875	CCC000574875
	Course Title (CB02)	Administration of Medications	Administration of Medications
	Short Course Title	ADMIN OF MEDICATIONS	ADMIN OF MEDICATIONS
	TOP Code (CB03)	1208.00	1208.00 Medical Assisting
	CIP Code	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	Department	HTEC - Health Technologies	HTEC - Health Technologies
!	Effective Term	Fall 2021	Fall 2021 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Pertinent anatomy and physiology, choice of equipment, proper technique, hazards and complications, post-treatment and test patient care and satisfactory performance of a minimum of ten intramuscular, subcutaneous, and intradermal injections; preparation and administration of oral medication.	Pertinent <u>This course covers essential anatomy and physiology, choice of equipment, proper technique, hazards and complications, post-treatment and test patient care, and satisfactory performance of a minimum of ten intramuscular, subcutaneous, and intradermal injections; preparation and administration of oral medication.</u>
!	Course Type (CB27)	No value	• Lower Division
!	Mode of Delivery	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associate's Degree in Health Technologies. This course trains students to compare guidelines for the safe administration of drug preparation and distinguish between the principles underlying each step in the procedures for administering oral and parenteral medication.	This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associate's Degree in Health Technologies. This course trains students to compare guidelines for the safe administration of drug preparation and distinguish between the principles underlying each step in the procedures for administering oral and parenteral medication.

Foothill Equivalency


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

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

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

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

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

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

Honors/Non-honors Course			

Changed	Field	Current Version	Proposed Version
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Is this an honors/non-honors course?

No value

No

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

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0



Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

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

Associated Programs			

Changed	Field	Current Version		Proposed Version	
	Course is part of a program	Associated Program	Medical Assisting	Associated Program	Medical Assisting
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Medical Assisting	Associated Program	Medical Assisting
		Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
		Associated Program	Medical Assisting (In Development)	Associated Program	Medical Assisting (In Development)
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Medical Assisting (In Development)	Associated Program	Medical Assisting (In Development)
		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					
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Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	2	2
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	60	60
	Lecture Hours - Course In-Class (Contact) per Term	12	12
	Lecture Hours - Course Out-of-Class per Term	24	24
	Laboratory Hours - Course In-Class (Contact) per Term	24	24

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	24	24
	Total Credit Units - Minimum Credit Units	1.5	1.5
	Total Credit Units - Maximum Credit Units	1.5	1.5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.


Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<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	36	36
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	1.5	1.5
	Minimum Credit Units	1.5	1.5
	Maximum Credit Units	1.5	1.5


SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction	Methods of Instruction Methods of Instruction
		Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz review performed in class Collaborative learning and small group discussions Homework and Extended projects Laboratory quizzes that evaluate the weekly laboratory exercises Laboratory experience which involves students in formal exercises	Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz review performed in class Collaborative learning and small group discussions Homework and Extended projects Laboratory quizzes that evaluate the weekly laboratory exercises Laboratory experience which involves students in formal exercises

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Reading: <ol style="list-style-type: none"> 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis 2. Assignments from text and supplemental sources in preparation for class discussion 2. Writing: 3. Complete competency worksheets that include observations, results and critical analysis <ol style="list-style-type: none"> 1. Assignments from student homework study guide including key terminology assessment, evaluation of learning, critical thinking, and crossword puzzles 2. Perform laboratory procedures as outlined in the student study guide 	<ol style="list-style-type: none"> 1. Reading: <ol style="list-style-type: none"> 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis 2. Assignments from text and supplemental sources in preparation for class discussion 2. Writing: 3. Complete competency worksheets that include observations, results and critical analysis <ol style="list-style-type: none"> 1. Assignments from student homework study guide including key terminology assessment, evaluation of learning, critical thinking, and crossword puzzles 2. Perform laboratory procedures as outlined in the student study guide

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	<div>Methods of Evaluation</div>	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div>

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Written Assignments- Critical analysis and discussion of case studies present in lecture and lab or assigned readings. Based on a rubric. 2. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention 3. Objective tests- Written examination designed to demonstrate students understanding of the course material presented in lecture-lab 4. Lab Activity- Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations 5. Comprehensive Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Written Assignments- Critical analysis and discussion of case studies present in lecture and lab or assigned readings. Based on a rubric. 2. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention 3. Objective tests- Written examination designed to demonstrate students understanding of the course material presented in lecture-lab 4. Lab Activity- Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations 5. Comprehensive Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts

Changed	Field	Current Version	Proposed Version
		<p>throughout the course</p> <p>6. Comprehensive Practical Examination- Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course</p>	<p>throughout the course</p> <p>6. Comprehensive Practical Examination- Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course</p>

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Medical scrubs

Essential College Facilities:

- Classroom with sink

Essential Student Materials:

- Medical scrubs

Essential College Facilities:

- Classroom with sink



Examples of Primary Texts and References

Title	No value
Author	Bonewit-West, Kathy. "Clinical Procedures for Medical Assistants w/ Study Guide". Philadelphia, PA: W.B. Saunders Co., 10th Ed. 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	"Clinical Procedures for Medical Assistants w/ Study Guide"
Author	Bonewit-West, Kathy.
Publisher	Saunders Co
Date/Edition	2022, 11th Ed.
ISBN	No value



Suggested Reading List

Reading List	None.
May include, but are not limited to	No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">• Define common terms used in the administration of medication by injection• Analyze the four methods of administering drugs• Compare the guidelines for safe administration of drug preparation• Evaluate reasons for errors in medication administration by listing the common reasons such as:• State the advantages and disadvantages of using parenteral administration• Explain the tissue layers of the body used when giving injections• Identify the part of a needle and syringe and explain their function• Demonstrate the proper withdrawal of medication from:• Locate the following correct intramuscular injection sites• Demonstrate the proper preparation and administration of intramuscular, subcutaneous and intradermal injections• Distinguish between the principles underlying each step in the procedures for administering oral and parenteral medication.• Explain the purpose of performing tuberculin skin testing as a screening test	<ul style="list-style-type: none">• Define common terms used in the administration of medication by injection• Analyze the four methods of administering drugs• Compare the guidelines for safe administration of drug preparation• Evaluate reasons for errors in medication administration by listing the common reasons such as:• State the advantages and disadvantages of using parenteral administration• Explain the tissue layers of the body used when giving injections• Identify the part of a needle and syringe and explain their function• Demonstrate the proper withdrawal of medication from:• Locate the following correct intramuscular injection sites• Demonstrate the proper preparation and administration of intramuscular, subcutaneous and intradermal injections• Distinguish between the principles underlying each step in the procedures for administering oral and parenteral medication.• Explain the purpose of performing tuberculin skin testing as a screening test

Changed	Field	Current Version	Proposed Version								
	CSLOs	<table><tr><td>CSLOs</td><td>Illustrate pertinent anatomy and physiology and choice of equipment for injections.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Illustrate pertinent anatomy and physiology and choice of equipment for injections.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Illustrate pertinent anatomy and physiology and choice of equipment for injections.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Illustrate pertinent anatomy and physiology and choice of equipment for injections.	Expected SLO Performance	0.0
CSLOs	Illustrate pertinent anatomy and physiology and choice of equipment for injections.										
Expected SLO Performance	0.0										
CSLOs	Illustrate pertinent anatomy and physiology and choice of equipment for injections.										
Expected SLO Performance	0.0										
		<table><tr><td>CSLOs</td><td>Demonstrate proper techniques, hazards and complications, post-treatment and test patient of a minimum of 10 intramuscular, 10 subcutaneous and 10 intradermal injections.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Demonstrate proper techniques, hazards and complications, post-treatment and test patient of a minimum of 10 intramuscular, 10 subcutaneous and 10 intradermal injections.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Demonstrate proper techniques, hazards and complications, post-treatment and test patient of a minimum of 10 intramuscular, 10 subcutaneous and 10 intradermal injections.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Demonstrate proper techniques, hazards and complications, post-treatment and test patient of a minimum of 10 intramuscular, 10 subcutaneous and 10 intradermal injections.	Expected SLO Performance	0.0
CSLOs	Demonstrate proper techniques, hazards and complications, post-treatment and test patient of a minimum of 10 intramuscular, 10 subcutaneous and 10 intradermal injections.										
Expected SLO Performance	0.0										
CSLOs	Demonstrate proper techniques, hazards and complications, post-treatment and test patient of a minimum of 10 intramuscular, 10 subcutaneous and 10 intradermal injections.										
Expected SLO Performance	0.0										

Course Outline
<div></div>

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Define common terms used in the administration of medication by injection <ol style="list-style-type: none"> 1. Ampule 2. Aspirate 3. Dermis/epidermis 4. Induration 5. Inhalation 6. Intradermal injection 7. Intramuscular injection 8. Oral administration 9. Prescription 10. Subcutaneous injection 11. Sublingual 12. Vial 13. Wheal 2. Analyze the four methods of administering drugs <ol style="list-style-type: none"> 1. Describe the sublingual method, rectal method and oral method 2. Identify and explain the parenteral methods <ol style="list-style-type: none"> 1. Intradermal for TB and allergy skin tests 2. Subcutaneous for some immunizations 3. Intramuscular for most immunizations 4. Intravenous for fast absorption 3. Compare the guidelines for safe administration of drug preparation <ol style="list-style-type: none"> 1. Describe the environment for preparing drugs 2. List the sources of drug information <ol style="list-style-type: none"> 1. Package insert 2. Physicians Desk Reference 3. Describe the various factors of medications 4. List the sources of information about patient 5. Describe the administration procedures 6. Compare and contrast the follow-up procedures 4. Evaluate reasons for errors in medication administration by listing the common reasons such as: 	<ol style="list-style-type: none"> 1. Define common terms used in the administration of medication by injection <ol style="list-style-type: none"> 1. Ampule 2. Aspirate 3. Dermis/epidermis 4. Induration 5. Inhalation 6. Intradermal injection 7. Intramuscular injection 8. Oral administration 9. Prescription 10. Subcutaneous injection 11. Sublingual 12. Vial 13. Wheal 2. Analyze the four methods of administering drugs <ol style="list-style-type: none"> 1. Describe the sublingual method, rectal method and oral method 2. Identify and explain the parenteral methods <ol style="list-style-type: none"> 1. Intradermal for TB and allergy skin tests 2. Subcutaneous for some immunizations 3. Intramuscular for most immunizations 4. Intravenous for fast absorption 3. Compare the guidelines for safe administration of drug preparation <ol style="list-style-type: none"> 1. Describe the environment for preparing drugs 2. List the sources of drug information <ol style="list-style-type: none"> 1. Package insert 2. Physicians Desk Reference 3. Describe the various factors of medications 4. List the sources of information about patient 5. Describe the administration procedures 6. Compare and contrast the follow-up procedures 4. Evaluate reasons for errors in medication administration by listing the common reasons such as:

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

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- | | |
|---|---|
| <ul style="list-style-type: none">1. Incorrect patient2. Incorrect drug3. Incorrect dose4. Incorrect time5. Incorrect route6. Incorrect documentation7. Incorrect technique5. State the advantages and disadvantages of using parenteral administration<ul style="list-style-type: none">1. List the advantages of injections<ul style="list-style-type: none">1. Faster absorption2. Unconscious patient3. Vomiting patient2. List the disadvantages of injections<ul style="list-style-type: none">1. Discomfort2. Possible infection6. Explain the tissue layers of the body used when giving injections<ul style="list-style-type: none">1. Locate the intradermal-epidermis2. Locate the subcutaneous-dermis3. Locate the intramuscular-muscle7. Identify the part of a needle and syringe and explain their function<ul style="list-style-type: none">1. Describe the parts of a needle including hub, shaft, lumen, bevel, hilt.2. Describe the parts of a syringe including plunger, barrel, tip, flange.8. Demonstrate the proper withdrawal of medication from:<ul style="list-style-type: none">1. Describe an ampule2. Explain a single-dose vial3. Describe a multiple-dose vial9. Locate the following correct intramuscular injection sites<ul style="list-style-type: none">1. Identify the gluteus medius (buttock)2. Identify the deltoid (upper arm)3. Locate the vastus lateralis (thigh)4. Locate the ventrogluteal (hip)10. Demonstrate the proper preparation and administration of intramuscular, | <ul style="list-style-type: none">1. Incorrect patient2. Incorrect drug3. Incorrect dose4. Incorrect time5. Incorrect route6. Incorrect documentation7. Incorrect technique5. State the advantages and disadvantages of using parenteral administration<ul style="list-style-type: none">1. List the advantages of injections<ul style="list-style-type: none">1. Faster absorption2. Unconscious patient3. Vomiting patient2. List the disadvantages of injections<ul style="list-style-type: none">1. Discomfort2. Possible infection6. Explain the tissue layers of the body used when giving injections<ul style="list-style-type: none">1. Locate the intradermal-epidermis2. Locate the subcutaneous-dermis3. Locate the intramuscular-muscle7. Identify the part of a needle and syringe and explain their function<ul style="list-style-type: none">1. Describe the parts of a needle including hub, shaft, lumen, bevel, hilt.2. Describe the parts of a syringe including plunger, barrel, tip, flange.8. Demonstrate the proper withdrawal of medication from:<ul style="list-style-type: none">1. Describe an ampule2. Explain a single-dose vial3. Describe a multiple-dose vial9. Locate the following correct intramuscular injection sites<ul style="list-style-type: none">1. Identify the gluteus medius (buttock)2. Identify the deltoid (upper arm)3. Locate the vastus lateralis (thigh)4. Locate the ventrogluteal (hip)10. Demonstrate the proper preparation and administration of intramuscular, |
|---|---|

Changed	Field	Current Version	Proposed Version
		subcutaneous and intradermal injections 1. Demonstrate 30 intradermal injections 2. Demonstrate 30 subcutaneous injections 3. Demonstrate 30 intramuscular injections 11. Distinguish between the principles underlying each step in the procedures for administering oral and parenteral medication. 1. Administer oral medications 2. Administer parenteral medications 12. Explain the purpose of performing tuberculin skin testing as a screening test 1. Describe the purpose of tuberculin skin test 2. Explain the reaction to tuberculin skin test 1. Positive reaction 2. Negative reaction 3. Describe the tuberculin skin test method and mantoux (PPD)	subcutaneous and intradermal injections 1. Demonstrate 30 intradermal injections 2. Demonstrate 30 subcutaneous injections 3. Demonstrate 30 intramuscular injections 11. Distinguish between the principles underlying each step in the procedures for administering oral and parenteral medication. 1. Administer oral medications 2. Administer parenteral medications 12. Explain the purpose of performing tuberculin skin testing as a screening test 1. Describe the purpose of tuberculin skin test 2. Explain the reaction to tuberculin skin test 1. Positive reaction 2. Negative reaction 3. Describe the tuberculin skin test method and mantoux (PPD)
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Administration of injections 2. Proper withdrawal of medication 3. Identifying the parts of a needle and syringe	1. Administration of injections 2. Proper withdrawal of medication 3. Identifying the parts of a needle and syringe

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	HTEC D093.	HTEC D093.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	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
❗	Catalog Term (21-22)	21-22	No Value
❗	5 Year Revision Year (2021)	2019	No Value
❗	Effective Quarter	Fall	No Value
❗	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	HTEC 094	HTEC 094
	Course Status	Non-substantial	Non-substantial
❗	Course Status Code	A	No Value

Changed	Questions	Current Version	Proposed Version
!	Banner Department	HTEC	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

Changed	Questions	Current Version	Proposed Version
❗	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
❗	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	One hour lecture, two hours laboratory (36 hours total per quarter).	No Value
❗	Noncredit Enhanced Funding Indicator	N	No Value
❗	In Service Indicator	N	No Value
❗	Sports/Physical Education Course Indicator	N	No Value
❗	COA Code	C	No Value
❗	Fund Code	114000	No Value
❗	Organization Code	237003	No Value
❗	Account Code	1320	No Value
❗	Program Code	120800	No Value
❗	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Print/No Print to Catalog

Yes

No Value

Blue Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	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.</p> <p>Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.</p>	No Value	No Value

H-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments


Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	HTECD094.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000574875



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

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Comments	Stage 3: Division Curriculum Representative
CO	Curriculum Office Notes
Course Justification	Course Justification
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">Mary Clark Tillman	<ul style="list-style-type: none">Maureen Miramontes

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	HTECD110.	HTECD110.
	Course Control Number	CCC000305471	CCC000305471
	Course Title (CB02)	Health Technologies Medical Assistant Refresher Course	Health Technologies Medical Assistant Refresher Course
	Short Course Title	HTEC MEDICAL ASSIST REFRESHER	HTEC MEDICAL ASSIST REFRESHER
	TOP Code (CB03)	1208.00	1208.00 Medical Assisting
	CIP Code	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	Department	HTEC - Health Technologies	HTEC - Health Technologies
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational
!	Course Description	Steps involved in preparing to complete a medical assistant externship and preparation for certification examinations.	Steps involved in <u>This course outlines the essential steps for</u> preparing to complete a medical assistant externship <u>externship, including professional readiness, clinical and administrative skill refinement, and preparation adherence to workplace expectations. Additionally, students will receive guidance on preparing for certification examinations, covering test-taking strategies and a review of key medical assistant competencies.</u>
	Course Type (CB27)	• Lower Division	• Lower Division
!	Mode of Delivery	No value	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associate's Degree in Health Technologies. Review with the students with aspects of health technology curricula in preparation for certification examinations.</p>	<p>This course is part of a CTE program. It was developed based on program and aligns with the California Certifying Board for Medical Assistant's Accreditation Standards required Assistants' <u>accreditation standards</u> for Health Technology training programs. This course belongs on training. It is included in the Associate's <u>Associate's</u> Degree in Health Technologies. Review with the Technologies and prepares students with aspects for certification exams through a review of key health technology curricula in preparation for certification examinations: <u>curriculum components</u>.</p>

Stand-Alone Statement

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

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

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

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

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

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

Foothill Equivalency

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

More Options

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

Changed	Field	Current Version	Proposed Version
	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	Associated Program	Medical Assisting	Associated Program	Medical Assisting
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Medical Assisting	Associated Program	Medical Assisting
		Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
		Associated Program	Medical Assisting (In Development)	Associated Program	Medical Assisting (In Development)
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Medical Assisting (In Development)	Associated Program	Medical Assisting (In Development)
		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)	Not transferable		Not transferable	
	Course General Education Status (CB25)	Y		Y	
	Transfer Status	Not transferable		Not transferable	
	GE Information	No value		No value	

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	2	2
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	60	60
	Lecture Hours - Course In-Class (Contact) per Term	12	12
	Lecture Hours - Course Out-of-Class per Term	24	24
	Laboratory Hours - Course In-Class (Contact) per Term	24	24

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	24	24
	Total Credit Units - Minimum Credit Units	1.5	1.5
	Total Credit Units - Maximum Credit Units	1.5	1.5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.


Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<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	36	36
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	1.5	1.5
	Minimum Credit Units	1.5	1.5
	Maximum Credit Units	1.5	1.5


SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value


Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction	Methods of Instruction Methods of Instruction
		Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz review performed in class Collaborative learning and small group discussions Homework and Extended projects Laboratory quizzes that evaluate the weekly laboratory exercises Laboratory experience which involves students in formal exercises	Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz review performed in class Collaborative learning and small group discussions Homework and Extended projects Laboratory quizzes that evaluate the weekly laboratory exercises Laboratory experience which involves students in formal exercises

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Reading: <ol style="list-style-type: none"> 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis 2. Assignments from text and supplemental sources in preparation for class discussion 2. Writing: 3. Assignments from student homework study guide including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles 4. Perform laboratory procedures as outlined in the student homework study guide <ol style="list-style-type: none"> 1. Complete worksheets that include observations, results and critical analysis 	<ol style="list-style-type: none"> 1. Reading: <ol style="list-style-type: none"> 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis 2. Assignments from text and supplemental sources in preparation for class discussion 2. Writing: 3. Assignments from student homework study guide including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles 4. Perform laboratory procedures as outlined in the student homework study guide <ol style="list-style-type: none"> 1. Complete worksheets that include observations, results and critical analysis

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	<div>Methods of Evaluation</div>	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div>

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Written Assignments- Critical analysis and discussion of case studies present in lecture and lab or assigned readings. Based on a rubric. 2. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention 3. Objective tests- Written examination designed to demonstrate students understanding of the course material presented in lecture-lab 4. Lab Activity- Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations 5. Comprehensive Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Written Assignments- Critical analysis and discussion of case studies present in lecture and lab or assigned readings. Based on a rubric. 2. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention 3. Objective tests- Written examination designed to demonstrate students understanding of the course material presented in lecture-lab 4. Lab Activity- Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations 5. Comprehensive Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts

Changed	Field	Current Version	Proposed Version
		<p>throughout the course</p> <p>6. Comprehensive Practical Examination- Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course</p>	<p>throughout the course</p> <p>6. Comprehensive Practical Examination- Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course</p>
	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> Professional medical uniform, stethoscope, and blood pressure cuff <p>Essential College Facilities:</p> <ul style="list-style-type: none"> None. 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> Professional medical uniform, stethoscope, and blood pressure cuff <p>Essential College Facilities:</p> <ul style="list-style-type: none"> None

Changed	Field	Current Version	Proposed Version																				
!	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Bonewit-West, Kathy. "Clinical Procedures for Medical Assistants w/ Study Guide". Philadelphia, PA: W.B. Saunders Co., 10th Ed. 2017.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Bonewit-West, Kathy. "Clinical Procedures for Medical Assistants w/ Study Guide". Philadelphia, PA: W.B. Saunders Co., 10th Ed. 2017.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>"Clinical Procedures for Medical Assistants w/ Study Guide"</td></tr><tr><td>Author</td><td>Bonewit-West, Kathy.</td></tr><tr><td>Publisher</td><td>Saunders Co</td></tr><tr><td>Date/Edition</td><td>2022, 11th Ed.</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	"Clinical Procedures for Medical Assistants w/ Study Guide"	Author	Bonewit-West, Kathy.	Publisher	Saunders Co	Date/Edition	2022, 11th Ed.	ISBN	No value
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!	Suggested Reading List	<table><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
<div></div>

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Demonstrate proper procedure for measuring temperature, respiration, heart rate, and blood pressure. • Demonstrate the proper preparation and administration of intramuscular, subcutaneous and intradermal injections • Analyze the medical assistant's role and responsibilities as it relates to the components of minor surgery surgical procedures • Demonstrate proper application of OSHA standards that apply specifically to the medical environment • Expand study techniques • Demonstrate appropriate communication skills with patients and colleagues • Review aspects of health technology curricula in preparation for certification examinations • Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. 	<ul style="list-style-type: none"> • Demonstrate proper procedure for measuring temperature, respiration, heart rate, and blood pressure. • Demonstrate the proper preparation and administration of intramuscular, subcutaneous and intradermal injections • Analyze the medical assistant's role and responsibilities as it relates to the components of minor surgery surgical procedures • Demonstrate proper application of OSHA standards that apply specifically to the medical environment • Expand study techniques • Demonstrate appropriate communication skills with patients and colleagues • Review aspects of health technology curricula in preparation for certification examinations • Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
CSLOs			
		CSLOs Demonstrate the medical assistant skills in preparation to complete a successful externship and to pass the state and national examinations.	CSLOs Demonstrate the medical assistant skills in preparation to complete a successful externship and to pass the state and national examinations.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Demonstrate proper procedure for measuring temperature, respiration, heart rate, and blood pressure. <ol style="list-style-type: none"> 1. Describes underlying principles for each step in the procedure 2. Counts pulse and respiration for one minute, 30 seconds and 15 seconds accurately 3. Measures blood pressure accurately 4. Describes care and maintenance of equipment 2. Demonstrate the proper preparation and administration of intramuscular, subcutaneous and intradermal injections <ol style="list-style-type: none"> 1. Administer intradermal injections 2. Administer subcutaneous injections 3. Administer intramuscular injections 3. Analyze the medical assistant's role and responsibilities as it relates to the components of minor surgery surgical procedures <ol style="list-style-type: none"> 1. Exhibit adequate understanding of surgical asepsis 2. Explain proper care and handling of surgical instruments, including disposal and repair of instruments 3. Explain the procedure for applying and removing sterile gloves 4. Perform common minor surgical procedures, including colposcopy, sebaceous cyst removal, wound closure, and cryosurgery 4. Demonstrate proper application of OSHA standards that apply specifically to the medical environment <ol style="list-style-type: none"> 1. Utilizes and maintains equipment 2. Expresses willingness to monitor and maintain OSHA 	<ol style="list-style-type: none"> 1. Demonstrate proper procedure for measuring temperature, respiration, heart rate, and blood pressure. <ol style="list-style-type: none"> 1. Describes underlying principles for each step in the procedure 2. Counts pulse and respiration for one minute, 30 seconds and 15 seconds accurately 3. Measures blood pressure accurately 4. Describes care and maintenance of equipment 2. Demonstrate the proper preparation and administration of intramuscular, subcutaneous and intradermal injections <ol style="list-style-type: none"> 1. Administer intradermal injections 2. Administer subcutaneous injections 3. Administer intramuscular injections 3. Analyze the medical assistant's role and responsibilities as it relates to the components of minor surgery surgical procedures <ol style="list-style-type: none"> 1. Exhibit adequate understanding of surgical asepsis 2. Explain proper care and handling of surgical instruments, including disposal and repair of instruments 3. Explain the procedure for applying and removing sterile gloves 4. Perform common minor surgical procedures, including colposcopy, sebaceous cyst removal, wound closure, and cryosurgery 4. Demonstrate proper application of OSHA standards that apply specifically to the medical environment <ol style="list-style-type: none"> 1. Utilizes and maintains equipment 2. Expresses willingness to monitor and maintain OSHA

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

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| <ul style="list-style-type: none">standards in clinical setting3. Identifies and reports to supervisors when OSHA standards are not being maintained5. Expand study techniques<ul style="list-style-type: none">1. Devise your learning capabilities2. Compose a study schedule3. Develop a time schedule4. Prepare to study5. Establish commitment to study6. Demonstrate appropriate communication skills with patients and colleagues<ul style="list-style-type: none">1. State the factors that most influence the formation of a first impression2. Compare and contrast three distinct steps in communicating with the patient7. Review aspects of health technology curricula in preparation for certification examinations<ul style="list-style-type: none">1. Measure your knowledge in medical terminology by mock examinations<ul style="list-style-type: none">1. Roots, prefixes and suffixes2. Abbreviations, miscellaneous medical terms3. Body as a whole4. Body systems2. Describe human relations as a health care provider<ul style="list-style-type: none">1. Patient management2. Employee interaction3. Professional conduct4. Personal evaluation and growth3. Compare and contrast medical law and ethics<ul style="list-style-type: none">1. Physician-patient legal responsibilities2. Professional liability3. Physician's public duties4. Medical ethics | <ul style="list-style-type: none">standards in clinical setting3. Identifies and reports to supervisors when OSHA standards are not being maintained5. Expand study techniques<ul style="list-style-type: none">1. Devise your learning capabilities2. Compose a study schedule3. Develop a time schedule4. Prepare to study5. Establish commitment to study6. Demonstrate appropriate communication skills with patients and colleagues<ul style="list-style-type: none">1. State the factors that most influence the formation of a first impression2. Compare and contrast three distinct steps in communicating with the patient7. Review aspects of health technology curricula in preparation for certification examinations<ul style="list-style-type: none">1. Measure your knowledge in medical terminology by mock examinations<ul style="list-style-type: none">1. Roots, prefixes and suffixes2. Abbreviations, miscellaneous medical terms3. Body as a whole4. Body systems2. Describe human relations as a health care provider<ul style="list-style-type: none">1. Patient management2. Employee interaction3. Professional conduct4. Personal evaluation and growth3. Compare and contrast medical law and ethics<ul style="list-style-type: none">1. Physician-patient legal responsibilities2. Professional liability3. Physician's public duties4. Medical ethics |
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Changed Field**Current Version****Proposed Version**

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| <ul style="list-style-type: none">5. Licensure, determining fees6. Types of practice and medical care4. Demonstrate oral and written communications<ul style="list-style-type: none">1. Grammar, punctuation, spelling2. Oral communications3. Secretarial procedures4. Keyboarding5. Summarize bookkeeping and insurance practices in medical offices and clinics<ul style="list-style-type: none">1. Accounting practices2. Banking services and taxes3. Billing, collection procedures4. Insurance plans6. Identify and explain administrative procedures<ul style="list-style-type: none">1. Meeting and travel arrangements2. Office procedures, equipment, and supplies3. Filing and mailing procedures7. Compare and contrast anatomy and physiology required for health care providers8. Demonstrate laboratory procedures<ul style="list-style-type: none">1. Urinalysis2. Introduction to microbiology3. Basic immunology4. Hematology9. Describe clinical procedures necessary for the ambulatory health care facilities<ul style="list-style-type: none">1. Preparation of patient for examinations2. Sterile technique3. Emergencies4. Pharmacology including dosage calculations5. Administration of medications | <ul style="list-style-type: none">5. Licensure, determining fees6. Types of practice and medical care4. Demonstrate oral and written communications<ul style="list-style-type: none">1. Grammar, punctuation, spelling2. Oral communications3. Secretarial procedures4. Keyboarding5. Summarize bookkeeping and insurance practices in medical offices and clinics<ul style="list-style-type: none">1. Accounting practices2. Banking services and taxes3. Billing, collection procedures4. Insurance plans6. Identify and explain administrative procedures<ul style="list-style-type: none">1. Meeting and travel arrangements2. Office procedures, equipment, and supplies3. Filing and mailing procedures7. Compare and contrast anatomy and physiology required for health care providers8. Demonstrate laboratory procedures<ul style="list-style-type: none">1. Urinalysis2. Introduction to microbiology3. Basic immunology4. Hematology9. Describe clinical procedures necessary for the ambulatory health care facilities<ul style="list-style-type: none">1. Preparation of patient for examinations2. Sterile technique3. Emergencies4. Pharmacology including dosage calculations5. Administration of medications |
|--|--|

Changed	Field	Current Version	Proposed Version
		8. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. <ol style="list-style-type: none"> 1. Identify cultural differences 2. Compare gender differences 3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities 	8. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. <ol style="list-style-type: none"> 1. Identify cultural differences 2. Compare gender differences 3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Vital Signs 2. Injections 3. Preparation for certification examinations	1. Vital Signs 2. Injections 3. Preparation for certification examinations

Blue Form

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

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

Req/Adv

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

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	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
	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
	<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
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<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
	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, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Prerequisites 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, i.e. such as a course.	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

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

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version				
❗	Stage 3: Division Curriculum Representative	No Value	DateTab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			Basic 3/20 course info	Course justification	required	Please edit phrase " Review with the students with aspects of health technology "	Y
	Stage 4: Division Dean	No Value	No Value				
	Stage 5: SLO Coordinator	No Value	No Value				
	Stage 7: Content Review Matrix Liaison	No Value	No Value				
	Stage 8: AVP - Instruction	No Value	No Value				
	Stage 9: Articulation Officer	No Value	No Value				
	Stage 11: ESGC Faculty Coordinator	No Value	No Value				
	Stage 14: Curriculum Committee	No Value	No Value				

CO							
Changed	Questions	Current Version	Proposed Version				
	Sort ID (00 < 10; 0 < 100)	HTEC 110	HTEC 110				
	Course Status	Non-substantial	Non-substantial				

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Curriculum Office Notes	Tech Change - Course title change appr. 3/19/24 (effect. F25).-mkct	<ul style="list-style-type: none"> Tech Change - Course title change appr. 3/19/24 (effect. F25).-mkct

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	HTECD110.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Mar 19, 2024 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM

Changed	Field	Current Version
	Course Control Number	CCC000305471

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

HTECD364B : Clinical Laboratory Procedures II**General Information**

Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_364B_2026F_2.pdf ReqAdv_G_HTEC_364B_2026F_1.pdf
Course ID (CB01A and CB01B) :	HTECD364B
Short Course Title:	CLINICAL LAB PROCEDURES II
Course Title (CB02) :	Clinical Laboratory Procedures II
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course teaches blood collection procedures and includes safety, infection collection, circulatory system, pre-analytical considerations, blood collection equipment and supplies, blood collection procedures for venipuncture and skin puncture, special collections, specimen processing and handling, quality assurance, and legal issues.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. The course was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is Identify the proper procedures for the collection of blood by venipuncture and capillary puncture. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	36
Laboratory	0
NA	0
Total	36

Course Out-of-Class Hours

Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz review performed in class Homework

Assignments

- Required readings from the text as preparation for class discussion and application of concepts in written analysis
- Complete worksheets that include observations, results, critical analysis, and critical thinking questions.

Methods of Evaluation				
Methods of Evaluation	<div>A. Quizzes-Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention</div> <div>B. Objective tests-Written examination designed to demonstrate students understanding of the course material presented in lecture.</div> <div>C. Written Assignments-Critical analysis and discussion of case studies presented in lecture or in assigned readings</div> <div>D. Comprehensive Final Examination-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts presented throughout the course</div>			
Essential Student Materials/Essential College Facilities				
<div>Essential Student Materials:</div> <div><div>None</div></div> <div>Essential College Facilities:</div> <div><div>None</div></div>				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
McCall, Ruth	"Phlebotomy Essentials"	Jones & Bartlett Learning	2020, 7th Edition	
Suggested Reading List				
No Value				

Learning Outcomes
Course Objectives
Define the evolution of phlebotomy and the role of the phlebotomist in today's health care setting.
Explain infection control, safety, and personal wellness.
Identify blood collection equipment, additives, and order of the draw.
Explain proper preparation for Venipuncture.

Explain the venipuncture procedure.

Compare and contrast the anatomy and physiology of body systems, with emphasis on the circulatory system.

Define and describe advanced medical terminology pertaining to phlebotomy.

Describe and explain capillary specimen collection.

Describe and explain Special Collection Procedures.

Describe and explain arterial punctures.

Describe the handling and processing of laboratory specimens.

Describe quality assurance and the legal ramifications of phlebotomy.

Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Recognize and address the potential problems encountered during venipuncture that can impact patient care.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define the evolution of phlebotomy and the role of the phlebotomist in today's health care setting.
 1. Describe traits that form the professional image.
 2. Describe the basic concepts of communication as they relate to health care and how appearance and non-verbal messages affect the communication process.
 3. Describe proper telephone protocol.
 4. List the clinical analysis areas of the laboratory and the types of laboratory procedures performed in the different areas.
- B. Explain infection control, safety, and personal wellness.
 1. Identify components of the chain of infection and describe the infection control procedures used to break the chain.
 2. Describe proper procedures for hand hygiene, putting on and removing protective clothing, and entering specific patient areas.
 3. State safety rules to follow when working in the laboratory and in patient areas.
 4. List examples of bloodborne pathogens and describe their transmission in a health care setting.
 5. Describe hazards, identify warning signs, list actions to take if incidents do occur, and specify rules to follow for proper biologic, electrical, fire, radiation, and chemical safety.
 6. Describe the role of personal hygiene, proper nutrition, rest exercise, back protection, and stress management in personal wellness.
- C. Identify blood collection equipment, additives, and order of the draw.
 1. List, describe, and explain the purpose of the equipment and supplies needed to collect blood by venipuncture.

2. Compare and contrast antiseptics and disinfectants.
 3. Identify appropriate phlebotomy needles by length, gauge, color-coding, and when they are used.
 4. List and describe evacuated tube system components, how they are used, and how to tell which system to use.
 5. Identify the various categories of additives, the various additives within the category, and describe how each works.
 6. List the order of the draw when collecting multiple tubes and why it is important.
- D. Explain proper preparation for Venipuncture.
1. Describe the test request process, the types of requisitions used, and the required elements.
 2. List and define the test status designations and the procedure to follow for each.
 3. Describe proper bedside manner and how to handle special situations associated with each patient contact.
 4. Explain the importance of proper patient identification and how to handle discrepancies.
 5. Describe how to prepare patients for testing, verify testing requirements, and how to address problems.
- E. Explain the venipuncture procedure.
1. Describe and explain the steps of a venipuncture procedure.
 2. Identify appropriate puncture sites for the specimen collection.
 3. List acceptable reasons for inability to collect a specimen and steps to take when unable to obtain specimen.
 4. Describe collection procedures and special safety precautions when using a winged infusion or syringe system.
 5. Describe unique requirements associated with drawing from special population (pediatric, geriatric, and long-term-care patients).
- F. Compare and contrast the anatomy and physiology of body systems, with emphasis on the circulatory system.
1. Describe the function and identify the components or major structures of each body system.
 2. Identify the layers and structures of the heart and describe their function.
 3. Identify the two main divisions of the vascular system, their function, and trace the flow of blood throughout the system.
 4. Identify the different types of blood vessels.
 5. Name and locate major arm veins and the suitability of each for venipuncture.
 6. Name the major constituents of blood, their function, and differentiate between serum, plasma, and whole blood.
 7. Describe how ABO and Rh types are determined.
 8. Define hemostasis and describe basic coagulation and fibrinolysis process.
 9. Identify the structures and vessels in the lymphatic system and their function.
- G. Define and describe advanced medical terminology pertaining to phlebotomy.
1. State the meanings of advanced word roots, prefixes, and suffixes.
 2. Explain the meanings and learn the pronunciation of the medical terms associated with phlebotomy.
- H. Describe and explain capillary specimen collection.
1. List and describe the various types of equipment needed for capillary collection.
 2. Identify indications for performing capillary puncture on adults, children, and infants.
 3. Describe the proper procedure for selecting the puncture site, collecting the capillary specimens, and the order of the draw.
 4. Explain the significance of neonatal bilirubin, and newborn screening tests.
- I. Describe and explain Special Collection Procedures.
1. Explain the principle behind each special collection procedure, the steps involved, and any special supplies required.
 2. Describe sterile technique in blood culture collection and explain why it is important.
 3. Describe how to properly collect and handle coagulation specimens.
 4. Explain the importance of timing and describe peak, trough, and therapeutic levels in drug monitoring.
 5. Describe chain of custody procedures and when they are used.
 6. Explain the steps involved, the timing, and the collection of various glucose tests.
- J. Describe and explain arterial punctures.
1. State the primary reason for performing arterial punctures and identify the personnel who may be required to perform them.
 2. Explain the site selection and process for collecting arterial specimens.
- K. Describe the handling and processing of laboratory specimens.
1. Describe routine and special specimen handling procedures for laboratory specimens.
 2. List time constraints and exceptions for delivery and processing specimens.
 3. Describe the steps involved in processing the different types of specimens and list the criteria for specimen rejection.
- L. Describe quality assurance and the legal ramifications of phlebotomy.
1. Identify the organizations, agencies, and regulations that support quality assurance in health care.
 2. Define quality and performance improvement measurements as they relate to phlebotomy.
 3. List areas in phlebotomy subject to quality assurance (quality improvement).
 4. Explain the legal aspects associated with phlebotomy procedures by defining legal terminology and describing situations that may have legal ramifications.
- M. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
1. Identify cultural differences.
 2. Compare gender differences.
 3. Describe various techniques for working with co-workers with disabilities.
 4. Compare various techniques for working with patients with disabilities.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 05/06/2025)

Req/Adv

Prerequisite(s):

HTEC D364A

Corequisite(s):

HTEC D301A

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the 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.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

Course Outline of Record Report

05/08/2025

HTECD374A : Medical Transcription with Editing I

General Information

Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Attachments:	Online_HTEC_374A_2026F.pdf ReqAdv_G_HTEC_374A_2026F_2.pdf ReqAdv_G_HTEC_374A_2026F_1.pdf
Course ID (CB01A and CB01B) :	HTECD374A
Short Course Title:	MEDICAL TRANSCRIPT/EDITING I
Course Title (CB02) :	Medical Transcription with Editing I
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2020
Course Description:	This course focuses on the development of basic medical transcription skills for a facility using actual dictation from Gastroenterology and Dermatology specialties; along with the basic skills for speech recognition editing.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. The medical transcription with a speech recognition editing course provides the student with an understanding of the creation and accuracy of Gastroenterology and Dermatology medical documentation.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate knowledge of medical documentation, transcription, and editing skills. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class
(Contact) Hours 30

Total Course Out-of-Class
Hours 24

Total Student Learning Hours 30

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education
Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	1.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	12
Laboratory	18
NA	0
Total	30

Course Out-of-Class Hours

Lecture	24
Laboratory	0
NA	0
Total	24

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids
	Discussion of assigned transcription
	Discussion and problem solving performed in class
	Quiz review performed in class
	Transcription and terminology homework

Assignments

A. Reading:

1. Required readings from the text as preparation for application of concepts in Transcription of assigned dictations and editing.
2. Assignments from text and supplemental sources in preparation for class discussion

B. Writing:

1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, and critical thinking.
2. Complete worksheets that include observations, results and critical analysis

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Quizzes-Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention. Evaluated using a rubric.
- B. Lab Activity-Practice and demonstration of transcription and editing designed to demonstrate critical thinking and to solve as required. Evaluated using a rubric.
- C. Comprehensive Final Examination-Transcription requiring the student to demonstrate their ability to transcribe and edit medical dictation using appropriate format, style, and medical terminology. Evaluated using a rubric.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Headset

Essential College Facilities:

- Computers, printers, transcription equipment

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Diehl, Marcy O.	"Medical Transcription: Techniques and Procedures."	Elsevier	2012, 7th Edition	
Hamilton, Byron	"Electronic Health Records"	McGraw Hill	2013, 3rd Edition.	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define terms relevant to medical transcription

Identify the medical references available for medical transcription

Demonstrate gastroenterology and dermatology transcription and editing of medical dictation to provide a permanent record of patient care.

Demonstrate an understanding of the medicolegal implications and responsibilities related to the transcription of patient records to protect the patient and the medical facility.

Compare and review policies and procedures related to medicolegal matters.

Compare and contrast policies and procedures to contribute to the efficiency of the medical transcription department

Demonstrate job-related knowledge and skills to improve performance and adjust to change

Evaluate interpersonal skills effectively to build and maintain cooperative working relationships

Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and persons with disabilities.

CSLOs

Demonstrate knowledge of medical documentation, transcription, and editing skills.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define terms relevant to medical transcription
 - 1. Define the right of privacy
 - 2. Differentiate between retention of records
- B. Identify the medical references available for medical transcription
 - 1. Compare resources for medical specialties, terminology, and pharmaceutical words
 - 2. Locate reference books that contain antonyms, eponyms, homonyms, synonyms
 - 3. Identify style guide for medical transcription
- C. Demonstrate gastroenterology and dermatology transcription and editing of medical dictation to provide a permanent record of patient care.
 - 1. Demonstrate the application of knowledge of medical terminology, anatomy and physiology, and English language rules to the transcription and editing of medical dictation from originators with various diverse backgrounds.
 - 2. Recognize, interpret, and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation
 - 3. Demonstrate clarification of dictation seeking assistance if necessary
 - 4. Illustrate formats of reports according to guidelines
- D. Demonstrate an understanding of the medicolegal implications and responsibilities related to the transcription of patient records to protect the patient and the medical facility.
 - 1. Identifies discrepancies in dictation and patient records.
 - 2. Recognize report problems and errors
- E. Compare and review policies and procedures related to medicolegal matters.
 - 1. Evaluate the confidentiality and patient's rights policy.
 - 2. Assess the medical records and release of information policies.
 - 3. List and explain medical transcription equipment
- F. Compare and contrast policies and procedures to contribute to the efficiency of the medical transcription department
 - 1. Compare and contrast the policies, procedures, and priorities of a medical transcription department

2. Analyze and prioritize transcription cassettes to accommodate schedule
- G. Demonstrate job-related knowledge and skills to improve performance and adjust to change
 1. Demonstrate trends and developments in medicine, English usage, technology, and transcription practices and demonstrate these topics to group
 2. Compose new and revised terminology definitions, styles, and practices for reference
 3. Analyze and select books, publications, and other reference materials
- H. Evaluate interpersonal skills effectively to build and maintain cooperative working relationships
 1. Organize a positive and cooperative manner with manager and coworkers
 2. Compare and contrast group efforts in medical transcription
 3. Prepare and handle difficult and sensitive situations tactfully
- I. Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and persons with disabilities.
 1. Identify cultural differences
 2. Compare gender differences
 3. Describe various techniques for working with co-workers with disabilities
 4. Compare various techniques for working with patients with disabilities

Lab Outline

- A. Speech recognition editing
- B. Medical references available for medical transcription
- C. Retention of records
- D. Style guides for Medical Transcription

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 1
- Lab Hrs: 1.5
- Load: 0
- Seat Ct: 0
- (mkct 05/06/2025)

Req/Adv

Prerequisite(s):

HTEC D361.

Corequisite(s):

HTEC D301H

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/25	Basic course info	Proposal details required		Please attach online delivery form Y	

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison
No Value
Stage 8: Dean of Online Learning
No Value
Stage 9: Articulation Officer
No Value
Stage 10: De Anza General Education
No Value
Stage 13: Curriculum Committee
No Value

CO
Sort ID (00 < 10; 0 < 100)
No Value
Course Status
No Value
Course Characteristics
No Value
Cross-Listed/Related Course Information
No Value
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)
No Value
Hybrid Approval Date (MM/DD/YYYY)
No Value
Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

Course Outline of Record Report

05/08/2025

HTECD390G : Basic Patient Care

General Information

Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_390G_2026F_2.pdf ReqAdv_G_HTEC_390G_2026F_1.pdf
Course ID (CB01A and CB01B) :	HTECD390G
Short Course Title:	BASIC PATIENT CARE
Course Title (CB02) :	Basic Patient Care
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course presents the principles and practices of medical asepsis, nutrition and diet therapy, vital signs, preparation of examining room and patient, and various procedures in the medical office.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate the regulation and measurement of vital signs.. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)
Course is not a basic skills course.

Repeat Limit
99

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

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

Course Prior To College Level
Not applicable.

Grade Options

- Pass/No Pass

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

Associated Programs

☐ Course is part of a program

Associated Program
No value

Award Type
No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	24
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	2	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	12
Laboratory	24
NA	0
Total	36

Course Out-of-Class Hours

Lecture	24
Laboratory	0
NA	0
Total	24

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids
	Discussion of assigned reading
	Discussion and problem solving performed in class
	Quiz review performed in class
	Collaborative learning and small group discussions
	Homework and Extended projects
	Laboratory quizzes that evaluate the weekly laboratory exercises
	Laboratory experience which involves students in formal exercises

Assignments

A. Reading:

1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
2. Assignments from text and supplemental sources in preparation for class discussion
- B. Writing chief complaints, documentation of procedures
- C. Perform laboratory procedures as outlined in the student study guide.
 1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
 2. Complete worksheets that include observations, results and critical analysis

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written Assignments- Documentation of critical thinking and discussions of case studies reinforces the lecture and tracks the student's understanding of the material.
- B. Quizzes-Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention
- C. Objective tests-Written examination designed to demonstrate students understanding of the course material presented in lecture-lab
- D. Lab Activity-Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations
- E. Comprehensive Final Examination-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course
- F. Comprehensive Practical Examination-Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Professional uniform,blood pressure cuff and watch with a second hand

Essential College Facilities:

- Medical office supplies, examination tables, visual acuity charts, audiometer, and a clock with a second hand

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Bonewit-West, Kathy	"Clinical Procedures for Medical Assistants"	Elsevier	2022/11th	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Differentiate between component parts of the medical asepsis process

Demonstrate proper application of OSHA standards that apply specifically to the medical environment

Demonstrate proper hand washing technique

Analyze the regulation and measurement of body temperature, pulse, respiration rate, and blood pressure

Demonstrate proper procedure for measuring temperature, respiration, heart rate, and blood pressure

Identify the components of the physical examination process

Demonstrate proper procedure for measuring height and weight

Demonstrate proper placement and draping of patient for various exams

Demonstrate the procedure for basic eye and ear functioning

Recognize alternative basic patient care perspectives to the delivery of health care to both genders, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Demonstrate the regulation and measurement of vital signs.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Differentiate between component parts of the medical asepsis process
 - 1. Define term
 - 2. State examples of microorganisms
 - a. Bacteria
 - b. Viruses
 - c. Protozoa
 - d. Fungi
 - e. Animal parasites
 - 3. Explain the difference between pathogens and non-pathogens

4. Recognize and identify basic requirements needed for growth and multiplication of organisms
 - a. Proper nutrition
 - b. Oxygen
 - c. Temperature
 - d. Darkness
 - e. Moisture
 - f. pH
5. Describe the infection process cycle
 - a. Reservoir host
 - b. Means of exit
 - c. Means of transmission
 - d. Means of entry
 - e. Susceptible host
- B. Demonstrate proper application of OSHA standards that apply specifically to the medical environment
 1. Utilizes and maintains equipment
 2. Expresses willingness to monitor and maintain OSHA standards in the clinical setting
 3. Identifies and reports to supervisors when OSHA standards are not being maintained
- C. Demonstrate proper hand washing technique
 1. Explains importance of timing for prevention of spreading disease
 2. Describes underlying principles for each step of hand washing procedure
 3. Evaluates/critiques classmates' hand washing technique
- D. Analyze the regulation and measurement of body temperature, pulse, respiration rate, and blood pressure
 1. State four ways in which heat is produced and lost in the body
 2. Identify and locate five sites for taking body temperature
 - a. Oral
 - b. Rectal
 - c. Axillary
 - d. Temporal
 - e. Aural
 3. Explain the advantages and disadvantages of each site for body temperature measurement
 4. State normal ranges of body temperatures
 5. State factors that may affect accurate measurement of body temperature
 - a. Emotional states
 - b. Time of day
 - c. Environment
 - d. Physical exercise
 - e. Procedures and principles for taking body temperature
 6. Identify and locate six pulse sites
 7. Discuss conditions that may affect utilization of each pulse site
 8. Explain factors that affect pulse rate
 9. State normal ranges of pulse rates
 10. Explain the physiology of respiration
 11. Describe factors that may affect respiration rate and state normal ranges of respiration rates
 12. Describe the mechanism of blood pressure
 13. Describe the normal ranges of blood pressure
- E. Demonstrate proper procedure for measuring temperature, respiration, heart rate, and blood pressure
 1. Describes underlying principles for each step in the procedure
 2. Converts from Celsius to Fahrenheit and vice versa
 3. Counts a pulse for one minute accurately
 4. Converts 15 second respiration count to one minute respiration rate
 5. Measures blood pressure accurately
 6. Describes care and maintenance of equipment
- F. Identify the components of the physical examination process
 1. Inspection, palpitations, auscultation, and percussion
 2. List the guidelines of a physical examination
 3. Demonstrates appropriate charting in the medical record
 4. Describes the care and maintenance of equipment and instruments used during the physical examination
 - a. Legal issues
 - b. Institutional policies and procedures
- G. Demonstrate proper procedure for measuring height and weight
 1. Describe the purpose of measuring height and weight.
 2. Describe accurate rate by interpreting calibration markings.
- H. Demonstrate proper placement and draping of patient for various exams
 1. Identifies positions utilized for specific exams

- a. Horizontal recumbent
 - b. Dorsal recumbent
 - c. Dorsal lithotomy
 - d. Prone
 - e. Knee-chest
 - f. Sims
- 2. Describes potential complications associated with maintenance and privacy for each position
- I. Demonstrate the procedure for basic eye and ear functioning
 - 1. Identify appropriate settings for the equipment
 - a. Visual acuity
 - b. Assessment of color vision
 - c. Hearing
 - 2. Discuss care and maintenance of equipment
- J. Recognize alternative basic patient care perspectives to the delivery of health care to both genders, persons of different cultural backgrounds and those persons with disabilities.
 - 1. Identify cultural differences
 - 2. Compare gender differences
 - 3. Describe various techniques for working with co-workers with disabilities
 - 4. Compare various techniques for working with patients with disabilities

Lab Outline

- A. Vital Signs
- B. Audiometry
- C. Visual Acuity

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 1
- Lab Hrs: 2
- Load: 0
- Seat Ct: 0
- (mkct 05/06/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

HTEC D301B

Advisory(ies):

No Value

Advisory(ies) - Other:

HTEC D360A

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/12	Basic course info	course justification	required	remove transferability	Y
		stand-alone statement	required	remove statement	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison
No Value
Stage 8: Dean of Online Learning
No Value
Stage 9: Articulation Officer
No Value
Stage 10: De Anza General Education
No Value
Stage 13: Curriculum Committee
No Value

CO
Sort ID (00 < 10; 0 < 100)
No Value
Course Status
No Value
Course Characteristics
No Value
Cross-Listed/Related Course Information
No Value
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)
No Value
Hybrid Approval Date (MM/DD/YYYY)
No Value
Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

Course Outline of Record Report

05/08/2025

HTECD391. : Introduction to EKG

General Information

Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_391_2026F_2.pdf ReqAdv_G_HTEC_391_2026F_1.pdf Online_HTEC_391_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD391.
Short Course Title:	INTRO TO EKG
Course Title (CB02) :	Introduction to EKG
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course provides students with the knowledge and skills necessary to perform electrocardiograms (EKGs) and monitor cardiac rhythms in clinical settings. Students will learn the fundamentals of cardiac anatomy and physiology, EKG interpretation, proper lead placement, troubleshooting artifacts, and recognizing life-threatening arrhythmias.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - HEALTH CARE SERVICES

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class (Contact) Hours 36

Total Course Out-of-Class Hours 24

Total Student Learning Hours 36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	2	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	12
Laboratory	24
NA	0
Total	36
Course Out-of-Class Hours	
Lecture	24
Laboratory	0
NA	0
Total	24

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz review performed in class

Collaborative learning and small group discussions
Homework and extended projects
Laboratory quizzes that evaluate the weekly laboratory exercises
Laboratory experience which involves students in formal exercises

Assignments

A. Reading:

1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
2. Assignments from text and supplemental sources in preparation for class discussion

B. Writing:

1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
2. Complete worksheets that include observations, results and critical analysis
3. Perform laboratory procedures as outlined in the student mastery manual

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Quizzes-Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention
- B. Lab Activity-Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations
- C. Comprehensive Final Examination-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course
- D. Comprehensive Practical Examination-Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Professional uniform

Essential College Facilities:

- Medical office supplies, electrocardiographs, EKG paper, examination tables, private room with screens

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Huff, Jane	"ECG Workout: Exercises in Arrhythmia Interpretation"	Lippincott, Williams, & Wilkins	2022, 8th Edition	
Bonewit-West, Kathy	"Clinical Procedures for Medical Assistants"	Elsevier Inc.	2022, 11th Edition	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define common terms used in electrocardiography, physical therapy, radiology and diagnostic procedures

Identify cardiac structures and trace the electrical conduction of the cardiac conduction system

Measure and assess heart rhythms using an electrocardiograph

Analyze normal and abnormal electrocardiograms

Compare the major modalities used in the office's physical therapy department

Examine the role of the health technology care provider during x-ray examinations.

Compare purposes and describe patient preparation for a variety of x-ray examinations

Differentiate between routine diagnostic procedures involved in a patient's diagnosis

Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Illustrate common terms used in electrocardiography, physical therapy and radiology procedures.

Expected SLO Performance: 0.0

Illustrate the structure and electrical conduction system of the heart.

Expected SLO Performance: 0.0

Demonstrate measuring and assessing heart rhythms using an electrocardiograph including analyzing normal and abnormal electrocardiograms.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define common terms used in electrocardiography, physical therapy, radiology and diagnostic procedures
 - 1. Electrocardiography
 - 2. Physical therapy
 - 3. Radiology
 - 4. Diagnostic procedures
- B. Identify cardiac structures and trace the electrical conduction of the cardiac conduction system
 - 1. Discuss the structures of the heart
 - 2. Explain the electrical conduction system of the heart
- C. Measure and assess heart rhythms using an electrocardiograph
 - 1. Compare and contrast the cardiac cycle
 - a. P wave
 - b. QRS complex
 - c. T wave
 - d. U wave
 - 2. Demonstrate use and purpose of the electrocardiograph components
 - 3. Describe the purpose of standardization of the electrocardiograph
 - 4. Classify the 12 leads in an electrocardiogram
 - a. Limb leads
 - b. Chest leads
 - 5. Describe common types of artifact, causes of each type, and interventions needed with each type
 - a. Muscle
 - b. Wandering baseline
 - c. Alternating current
 - 6. Describe and explain the procedure for running a 12-lead ECG
 - 7. Express need to consider cultural variances while performing EKG procedure
- D. Analyze normal and abnormal electrocardiograms
 - 1. Interpret electrocardiograms by using the "8-step" method
 - 2. Identify normal and abnormal heart rhythms
 - 3. Explain the significance and interventions associated with normal and abnormal heart rhythms
 - 4. Report dangerous heart rhythms to appropriate health care provider
- E. Compare the major modalities used in the office's physical therapy department
 - 1. Use of heat and cold in physical therapy
 - 2. Discuss use of physical therapy treatments in the medical office/clinic
 - a. Infrared therapy
 - b. Ultraviolet therapy
 - c. Ultrasonic energy
 - d. Electromuscle stimulators
 - e. Others
 - 3. Describe use of assistive ambulatory devices
 - a. Canes
 - b. Crutches
 - c. Walker
 - 4. Describe patient preparation, monitoring and evaluation before, during and following treatments
 - 5. Explain teaching patient to appropriately utilize physical therapy modalities for use in the home setting
- F. Examine the role of the health technology care provider during x-ray examinations.
 - 1. State the general parts of the x-ray machine
 - 2. Describe precautions needed to reduce radiation exposure
 - a. Lead apron and gloves
 - b. Lead walls
 - c. Film badge
 - d. Bucky grid
 - 3. Describe common positions used in x-ray examinations
 - a. Anteriorposterior
 - b. Posterioranterior
 - c. Right and left lateral
 - d. Oblique
 - e. Supine
 - f. Prone
 - 4. Explain the rationale and precautions needed when using contrast media
 - a. Iodine
 - b. Barium
 - c. Radioisotopes
- G. Compare purposes and describe patient preparation for a variety of x-ray examinations
 - 1. Barium meal

2. Barium enema
 3. Cholecystogram
 4. Intravenous pyelogram
 5. Other types of radiographs
- H. Differentiate between routine diagnostic procedures involved in a patient's diagnosis
1. Ultrasonography
 2. Computed tomography
 3. Magnetic resonance imaging
- I. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
1. Identify cultural differences
 2. Compare gender differences
 3. Describe various techniques for working with co-workers with disabilities
 4. Compare various techniques for working with patients with disabilities

Lab Outline

- A. Identify cardiac structures and trace the electrical conduction of the cardiac conduction system.
- B. Measuring with a caliper rhythm strips.
- C. Classify the twelve leads in an electrocardiogram.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 1

- Lab Hrs: 2
- Load: 0
- Seat Ct: 0
- (mkct 05/06/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

HTEC D301F

Advisory(ies):

No Value

Advisory(ies) - Other:

HTEC D360A

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

No Value

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

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/12	Basic course info	proposal details	required	attach online delivery form	Y
		stand-alone statement	required	remove statement	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison
No Value
Stage 8: Dean of Online Learning
No Value
Stage 9: Articulation Officer
No Value
Stage 10: De Anza General Education
No Value
Stage 13: Curriculum Committee
No Value

CO
Sort ID (00 < 10; 0 < 100)
No Value
Course Status
No Value
Course Characteristics
No Value
Cross-Listed/Related Course Information
No Value
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)
No Value
Hybrid Approval Date (MM/DD/YYYY)
No Value
Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

Course Outline of Record Report

05/12/2025

HTECD395B : Phlebotomy Technician I Externship

General Information

Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_395B_2026F_8.pdf ReqAdv_G_HTEC_395B_2026F_7.pdf ReqAdv_G_HTEC_395B_2026F_6.pdf ReqAdv_G_HTEC_395B_2026F_5.pdf ReqAdv_G_HTEC_395B_2026F_4.pdf ReqAdv_G_HTEC_395B_2026F_3.pdf ReqAdv_G_HTEC_395B_2026F_2.pdf ReqAdv_G_HTEC_395B_2026F_1.pdf
Course ID (CB01A and CB01B) :	HTECD395B
Short Course Title:	PHLEBOTOMY TECH I EXTERNSHIP
Course Title (CB02) :	Phlebotomy Technician I Externship
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1205.10) *Phlebotomy
CIP Code:	(51.1009) Phlebotomy Technician/Phlebotomist.
SAM Priority Code (CB09) :	No value
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	This course provides the Phlebotomy Technician I practical experience in medical facilities.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit stand-alone CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course continues the practice of blood collection procedures, specimen handling and processing.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is describe the proper application of OSHA standards, recognize and respond to potential problems encountered during venipuncture that can impact patient care and describe proper procedures for the collection of blood by venipuncture and skin puncture. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	108
Total Course Out-of-Class Hours	0
Total Student Learning Hours	108

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	9	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	108
NA	0
Total	108
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of assigned reading Laboratory problem solving performed in externship Laboratory experience which involves students in clinical sites Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator

Assignments

- Perform work as assigned by clinical site supervisor
- Discuss methodologies, theories and interpretation of results with student clinical site supervisor.
- Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor

Methods of Evaluation Methods of Evaluation		Methods of Evaluation A. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required B. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation C. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.		
Essential Student Materials/Essential College Facilities Essential Student Materials: <ul style="list-style-type: none"> Professional medical uniform, name tag, safety goggles Essential College Facilities: <ul style="list-style-type: none"> None 				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
No Value	No Value	No Value	No Value	No Value
Suggested Reading List No Value				

Learning Outcomes
Course Objectives
Apply interpersonal skills to the patients, their families, staff and supervisors
Describe traits and attitudes with diverse patients that form professionalism in the clinical setting
Organize the use and maintenance of equipment
Explain infection control, safety, and personal wellness

Identify blood collection equipment, additives, and order of the draw

Perform tests or prepare patients for testing in a clinical setting

Identify OSHA safety precautions to be followed

Identify the problems and the solutions that may be encountered when performing venipuncture procedures

Demonstrate the various methods of medical and surgical asepsis in the clinical setting

Explain capillary puncture equipment and procedures

CSLOs

Describe the proper application of OSHA standards.

Expected SLO Performance: 0.0

Recognize and respond to potential problems encountered during venipuncture that can impact patient care.

Expected SLO Performance: 0.0

Describe proper procedures for the collection of blood by venipuncture and skin puncture.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Apply interpersonal skills to the patients, their families, staff and supervisors
 - 1. Define the qualities of successful health care practitioners
 - a. Courtesy
 - b. Compassion
 - c. Critical thinking skills
 - d. Ethical decision making
 - 2. Illustrate the rights of patients and their families
 - a. Right to privacy
 - b. Choice of treatment
 - c. Consent
 - 3. Identify and explain the appropriate guidelines for specimen collection
 - a. OSHA Blood borne Pathogens Standard
 - b. Identify the patient and explain the procedure
 - c. Laboratory equipment and supplies
 - d. Handle, store, and transportation of the specimen properly
- B. Describe traits and attitudes with diverse patients that form professionalism in the clinical setting
 - 1. Empathy
 - 2. Friendliness
 - 3. Confidentiality
- C. Organize the use and maintenance of equipment
 - 1. Demonstrate the use of furniture and equipment in the clinical setting
 - 2. Locate necessary supplies in the medical office
 - 3. Locate the maintenance instructions for the office equipment
 - 4. Inventory the safety and security considerations of the medical office
- D. Explain infection control, safety, and personal wellness
 - 1. Proper hand hygiene

2. Safety rules while working in the laboratory
- E. Identify blood collection equipment, additives, and order of the draw
 1. Equipment and supplies needed to collect blood
 2. Specifics of the Phlebotomy needles
 3. Evacuated tube systems components
 4. Additives categories
- F. Perform tests or prepare patients for testing in a clinical setting
 1. Describe proper bedside manner
 2. Answer inquiries concerning tests
 3. Illustrate what to do if a patient objects to the test
- G. Identify OSHA safety precautions to be followed
 1. Wear gloves when obtaining and handling body fluids
 2. Wear face shields, masks or safety goggles whenever splashes or droplets of blood may be generated
 3. Bandage cuts on hands before gloving
 4. Wash hands immediately after removing gloves
 5. In the disposal of equipment and supplies
- H. Identify the problems and the solutions that may be encountered when performing venipuncture procedures
 1. Unsafe procedures
 2. Time constraints and delivery
- I. Demonstrate the various methods of medical and surgical asepsis in the clinical setting
 1. Differentiate between sterile and nonsterile equipment and supplies
 2. Check instruments or equipment for working condition
- J. Explain capillary puncture equipment and procedures
 1. Demonstrate ability to teach patients
 2. Identify the proper site for a skin puncture

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lab Hrs: 9
- Load: 0
- Seat Ct: 0
- (mkct 5/12/25)

Req/Adv

Prerequisite(s):

HLTH D057A, HTEC D301A, HTEC D350., HTEC D360A, HTEC D364A, HTEC D364B and HTEC D373.

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

CIS D004.

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/12	Basic course info	course justification	required	remove transferability	Y
		stand-alone statement	required	remove statement	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/27/2025	Learning Outcomes	CSLO	Required	Every course must have at least one SLO. Suggestion: Demonstrate advanced skill level in This course continues the practice of blood collection procedures, specimen handling and processing.	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/7/2025	Learning Outcomes	CSLOs	Required	CSLO should be same in credit and noncredit versions	Y

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value
DL Approval Date (MM/DD/YYYY) No Value
Hybrid Approval Date (MM/DD/YYYY) No Value
Curriculum Office Notes <ul style="list-style-type: none">• 5-year revision year changed to match credit version -mc

Course Outline of Record Report

05/12/2025

HTECD396G : Medical Transcription Externship

General Information

Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_396G_2026F_13.pdf ReqAdv_G_HTEC_396G_2026F_12.pdf ReqAdv_G_HTEC_396G_2026F_9.pdf ReqAdv_G_HTEC_396G_2026F_8.pdf ReqAdv_G_HTEC_396G_2026F_4.pdf ReqAdv_G_HTEC_396G_2026F_3.pdf ReqAdv_G_HTEC_396G_2026F_11.pdf ReqAdv_G_HTEC_396G_2026F_10.pdf ReqAdv_G_HTEC_396G_2026F_7.pdf ReqAdv_G_HTEC_396G_2026F_6.pdf ReqAdv_G_HTEC_396G_2026F_5.pdf ReqAdv_G_HTEC_396G_2026F_2.pdf ReqAdv_G_HTEC_396G_2026F_1.pdf
Course ID (CB01A and CB01B) :	HTECD396G
Short Course Title:	MED TRANSCRIPTION EXTERNSHIP
Course Title (CB02) :	Medical Transcription Externship
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	No value
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	This course provides the Medical transcription practical experience in medical facilities.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">In person ONLY
Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:

- Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)

Discipline 2:

No value

Discipline 3:

No value

FSA:

- FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit stand-alone CTE course. The student will transcribe audio dictation detailing a patient's medical records into electronic record system (EHR). The student will make edits speech recognition and documentation of patient's medical records into an EHR while on their externship.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate proper Medical Transcription techniques in the clinical environment and illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

**Course General Education Status
(CB25)**

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 0

Maximum Credit Units 0

**Total Course In-Class
(Contact) Hours** 144

**Total Course Out-of-Class
Hours** 0

Total Student Learning Hours 144

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

☐ Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	12	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	144
NA	0
Total	144
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Discussion of assigned reading
Laboratory problem solving performed in externship

Laboratory experience which involves students in clinical sites
Discussions and problem solving performed at weekly meetings with clinical site supervisor and
externship coordinator

Assignments

- A. Perform work as assigned by clinical site supervisor
- B. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.
- C. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required
- B. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation
- C. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Headset, Flash drive

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
C.Leonard, Peggy	"Quick and Easy Medical Terminology"	Saunders	2023, 10th Ed	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Identify the medical references available for medical transcription

Organize the use and maintenance of medical transcription equipment and supplies

Evaluate interpersonal skills effectively to build and maintain cooperative working relationships

Define the terms relevant to medical transcription

Perform administrative skills such as medical transcription, filing and record management in the administrative externships

Demonstrate job-related knowledge and skills to improve performance and adjust to change

Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Demonstrate proper Medical Transcription techniques in the clinical environment.

Expected SLO Performance: 0.0

Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Identify the medical references available for medical transcription
 1. Identify style guide for medical transcription
 - a. Medical specialties
 - b. Terminology
 - c. Pharmacology
 - d. Human Biology
 2. Demonstrate gastroenterology and orthopedics transcription and editing of medical dictation to provide a permanent record of patient care.
 - a. Recognize inconsistencies
 - b. Interpret discrepancies
 - c. Evaluate inaccuracies in medical dictation
 3. Demonstrate clarification of dictation seeking assistance if necessary
 - a. Illustrate formats of reports according to guidelines
 - b. Inner-office communication
 - c. Recognize report problems and errors,
 - d. Identifies discrepancies in dictation and patient records.
- B. Organize the use and maintenance of medical transcription equipment and supplies
 1. Demonstrate the use of furniture and equipment in the medical facility
 2. Locate necessary headsets in the medical facility
 3. Demonstrate documentation in EHR
 4. Demonstrate the use of speech recognition devices
- C. Evaluate interpersonal skills effectively to build and maintain cooperative working relationships
 1. Organize a positive and cooperative manner with manager and coworkers
 2. Compare and contrast group efforts in medical transcription
 3. Prepare and handle difficult and sensitive situations tactfully

- D. Define the terms relevant to medical transcription
 1. Compare and review policies and procedures related to medicolegal matters
 2. Differentiate between retention of records
- E. Perform administrative skills such as medical transcription, filing and record management in the administrative externships
 1. Perform medical transcription in a dedicated transcription department for medical transcription externship
 2. Assess the medical records and release of information policies.
 3. Perform other administrative skills for remaining externships
- F. Demonstrate job-related knowledge and skills to improve performance and adjust to change
 1. Compare and contrast policies and procedures to contribute to the efficiency of the medical transcription department
 2. Compare and contrast the policies, procedures, and priorities of a medical transcription department
- G. Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
 1. Evaluate cultural confidentiality
 2. Recognize gender's right to privacy
 3. Describe various techniques for working with co-workers with disabilities
 4. Compare various techniques for working with patients with disabilities

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lab Hrs: 12
- Load: 0
- Seat Ct: 0
- (mkct 5/12/25)

Req/Adv**Prerequisite(s):**

HTEC D060G, HTEC D060H, HTEC D074B, HTEC D074C, HTEC D101J, HTEC D101K, HTEC D301C, HTEC D301H, HTEC D350., HTEC D360A, HTEC D361., HTEC D373. and HTEC D374A

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value
Objective 2: Investigate the use of mathematics in real world. No Value
Objective 3: Explore functions. No Value
Objective 4: Develop linear function models. No Value
Objective 5: Use systems of two linear equations to solve real world problems. No Value
Objective 6: Use linear inequalities in one variable to solve real world problems. No Value
Objective 7: Examine exponential expressions and develop exponential function models. No Value
Objective 8: Examine logarithmic expressions and develop logarithmic function models. No Value
Objective 9: Develop quadratic function models to solve problems. No Value
Objective 10: Investigate the characteristics of rational expressions. No Value
Objective 11: Develop skills to work with radical expressions. No Value

E-Matrix Form
Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why. No Value
Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods. No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value
Objective 3: Apply the order of operations to evaluate signed numerical expressions. No Value
Objective 4: Solve problems involving operations with signed numbers. No Value
Objective 5: Explore the characteristics and properties of real numbers. No Value
Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers. No Value
Objective 7: Explore rates and ratios and use proportions to solve problems. No Value
Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. No Value
Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions. No Value
Objective 10: Solve linear equations in one variable numerically and algebraically. No Value
Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs. No Value
Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world. No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/12	Basic course info	course justification	required	remove transferability	Y
		stand-alone statement	required	remove statement	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/26/2025	Learning Outcomes	CSLO	Required	Every course must have at least one SLO. Here is a sample: Develop medical transcription skills to prepare for a career in medical transcription.	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/7/2025	Learning Outcomes	CSLOs	Required	CSLO should be same in credit and noncredit versions	Y

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- 5-year revision year changed to match credit version -mc

HTECD396H : EKG Externship

General Information

Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_396H_2026F_10.pdf ReqAdv_G_HTEC_396H_2026F_9.pdf ReqAdv_G_HTEC_396H_2026F_8.pdf ReqAdv_G_HTEC_396H_2026F_7.pdf ReqAdv_G_HTEC_396H_2026F_6.pdf ReqAdv_G_HTEC_396H_2026F_5.pdf ReqAdv_G_HTEC_396H_2026F_4.pdf ReqAdv_G_HTEC_396H_2026F_3.pdf ReqAdv_G_HTEC_396H_2026F_2.pdf ReqAdv_G_HTEC_396H_2026F_1.pdf
Course ID (CB01A and CB01B) :	HTECD396H
Short Course Title:	EKG EXTERNSHIP
Course Title (CB02) :	EKG Externship
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	No value
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	This course provides the Lab assisting practical experience in medical facilities.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">In person ONLY
Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:

- Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)

Discipline 2:

No value

Discipline 3:

No value

FSA:

- FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit stand-alone CTE course. In this course, students will be able to perform electrocardiograms and recognize arrhythmia's in local clinical sites as part of the program.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate proper EKG techniques in the clinical environment and Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Repeat Limit

99

Course Support Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Course Prior To College Level

Not applicable.

Grade Options

- Pass/No Pass

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

**Course General Education Status
(CB25)**

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 0

Maximum Credit Units 0

**Total Course In-Class
(Contact) Hours** 144

**Total Course Out-of-Class
Hours** 0

Total Student Learning Hours 144

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

☐ Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	12	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	144
NA	0
Total	144
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Discussion of assigned reading
Laboratory problem solving performed in externship

Laboratory experience which involves students in clinical sites
Discussions and problem solving performed at weekly meetings with clinical site supervisor and
externship coordinator

Assignments

- A. Perform work as assigned by clinical site supervisor
- B. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.
- C. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required
- B. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation
- C. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Professional medical uniform (if appropriate) and name tag

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
C.Leonard, Peggy	"Quick and Easy Medical Terminology"	Saunders	2023, 10th Ed	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define common terms used in electrocardiography, physical therapy, radiology and diagnostic procedures

Explain the use and maintenance of equipment and supplies

Describe common types of artifact, causes of each type, and interventions needed with each type

Analyze normal and abnormal electrocardiograms

Demonstrate the preparation of patients for testing in a clinical setting if appropriate

Describe patient preparation, monitoring and evaluation before, during and following treatments

Perform appropriate procedures in the clinical setting such as electrocardiography for EKG technologists

Apply learned skills to patient education situations

Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Demonstrate proper EKG techniques in the clinical environment.

Expected SLO Performance: 0.0

Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define common terms used in electrocardiography, physical therapy, radiology and diagnostic procedures
 1. Measure and assess heart rhythms using an electrocardiograph
 - a. P wave
 - b. QRS complex
 - c. T wave
 - d. U wave
 2. Identify cardiac structures and trace the electrical conduction of the cardiac conduction system
 - a. Discuss the structures of the heart
 - b. Explain the electrical conduction system of the heart
 - c. Demonstrate use and purpose of the electrocardiograph components
 3. Describe the purpose of standardization of the electrocardiograph
 - a. Classify the 12 leads
 - b. Limb leads
 - c. Chest leads
 - d. Augmented leads
- B. Explain the use and maintenance of equipment and supplies
 1. Electrocardiogram

2. Holter Monitor
 3. Physical Therapy supplies
 4. Assisted Ambulatory devices
- C. Describe common types of artifact, causes of each type, and interventions needed with each type
1. Muscle
 2. Wandering
 3. 60 Cycle Interference
- D. Analyze normal and abnormal electrocardiograms
1. Identify normal and abnormal heart rhythms
 2. Explain the significance and interventions associated with normal and abnormal heart rhythms
- E. Demonstrate the preparation of patients for testing in a clinical setting if appropriate
1. Describe how to prepare patients for testing
 2. Answer inquiries concerning tests
 3. Identify what to do if a patient objects to the test
- F. Describe patient preparation, monitoring and evaluation before, during and following treatments
1. Record a patient's health history (medical assisting)
 2. Demonstrate charting in the medical record or completing a requisition
- G. Perform appropriate procedures in the clinical setting such as electrocardiography for EKG technologists
1. Demonstrate the procedure for running a 12-lead ECG
 2. Express need to consider cultural variances while performing EKG procedure
- H. Apply learned skills to patient education situations
1. Demonstrate ability to teach patients
 2. Demonstrate compassion and professionalism
- I. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
1. Identify cultural differences
 2. Compare gender differences
 3. Describe various techniques for working with co-workers with disabilities
 4. Compare various techniques for working with patients with disabilities

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lab Hrs: 12
- Load: 0
- Seat Ct: 0
- (mkct 5/12/25)

Req/Adv

Prerequisite(s):

HTEC D301A, HTEC D301B, HTEC D301F, HTEC D350., HTEC D360A, HTEC D364A, HTEC D364B, HTEC D373., HTEC D390G and HTEC D391.

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/12	Basic course info	course justification	required	remove transferability	Y
		stand-alone statement	required	remove statement	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/26/2025	Learning Outcomes	CSLO	Required	Every course must have at least one SLO. Suggestion: Demonstrate advanced electrocardiograms and recognize arrhythmia's in local clinical sites as part of the program.	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/7/2025	Learning Outcomes	CSLOs	Required	CSLO should be same in credit and noncredit versions	Y

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value
DL Approval Date (MM/DD/YYYY)
No Value
Hybrid Approval Date (MM/DD/YYYY)
No Value
Curriculum Office Notes
No Value

De Anza College

Change Report

03/07/2025

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 7: Content Review Matrix Liaison
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?



Section	Changed field
Cross-listed Course	Is this a cross-listed course?
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	• HuaFu Liu
	Course ID (CB01A and CB01B)	ICSD077.	ICSD077.
	Course Control Number	CCC000173587	CCC000173587
	Course Title (CB02)	Special Projects in Intercultural Studies	Special Projects in Intercultural Studies
	Short Course Title	SPEC PRJCTS IN ICS	SPEC PRJCTS IN ICS
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	ICS - Intercultural Studies	ICS - Intercultural Studies
❗	Effective Term	Fall 2021	Fall 2021 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Specific reading, writing or study projects within the discipline of Intercultural Studies.	Specific reading, writing or study projects within the discipline of Intercultural Studies.
❗	Course Type (CB27)	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Ethnic Studies
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - ETHNIC STUDIES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a CSU transferable course that is an elective on the Intercultural Studies Certificate of Achievement-Advanced and A.A. degree. It provides students with opportunities to develop skills that would prepare them to assist faculty in the classroom, design original projects, or analyze in more depth selected current topics in the intercultural studies discipline.	This is a CSU transferable course that is an elective on the Intercultural Studies Certificate of Achievement-Advanced and A.A. degree. It provides students with opportunities to develop skills that would prepare them to assist faculty in the classroom, design original projects, or analyze in more depth selected current topics in the intercultural studies discipline.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
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**Is this a CTE
(Career
Technical
Education)
course?**

No value

No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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**Is this an
honors/non-
honors course?**

No value

No

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

More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill
Status (CB08)**


Course is not a basic skills course.

Course is not a basic skills course.

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	<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	<div>Associated ProgramIntercultural Studies</div>	<div>Associated ProgramIntercultural Studies</div>
		<div>Award TypeCertificate of Achievement-Advanced (COA-A)</div>	<div>Award TypeCertificate of Achievement-Advanced (COA-A)</div>
		<div>Associated ProgramIntercultural Studies</div>	<div>Associated ProgramIntercultural Studies</div>
		<div>Award TypeAssociate in Arts (A.A.) Degree</div>	<div>Award TypeAssociate in Arts (A.A.) Degree</div>
		<div>Associated ProgramIntercultural Studies (In Development)</div>	<div>Associated ProgramIntercultural Studies (In Development)</div>
		<div>Award TypeCertificate of Achievement-Advanced (COA-A)</div>	<div>Award TypeCertificate of Achievement-Advanced (COA-A)</div>
		<div>Associated ProgramIntercultural Studies (In Development)</div>	<div>Associated ProgramIntercultural Studies (In Development)</div>
		<div>Award TypeAssociate in Arts (A.A.) Degree</div>	<div>Award TypeAssociate in Arts (A.A.) Degree</div>

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

Changed	Field	Current Version	Proposed Version
	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.


Changed	Field	Current Version	Proposed Version
	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
	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	Methods of Instruction	Methods of Instruction
		Methods of Instruction Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects	Methods of Instruction Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects
	Assignments	1. To be determined in consultation with instructor. See Sections 3 and 4 of the Special Project Contract	1. To be determined in consultation with instructor. See Sections 3 and 4 of the Special Project Contract

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	<div>Methods of Evaluation</div> <div> Methods of Evaluation <ol style="list-style-type: none"> 1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to the study of intercultural studies and student's selected topic. 2. Oral presentation and/or guided research paper that will require students to summarize, integrate, and critically analyze issues related to intercultural studies as they pertain to a selected ethnic group(s) </div>	<div>Methods of Evaluation</div> <div> Methods of Evaluation <ol style="list-style-type: none"> 1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to the study of intercultural studies and student's selected topic. 2. Oral presentation and/or guided research paper that will require students to summarize, integrate, and critically analyze issues related to intercultural studies as they pertain to a selected ethnic group(s) </div>

Changed	Field	Current Version	Proposed Version																				
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">None. Essential College Facilities: <ul style="list-style-type: none">None.	Essential Student Materials: <ul style="list-style-type: none">None Essential College Facilities: <ul style="list-style-type: none">None																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined in consultation with the instructor. See Sections 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 Sections 3 and 4 of Special Project Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined in consultation with the instructor. See Sections 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 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																						
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																						
	Suggested Reading List	<table><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.




Changed	Field	Current Version	Proposed Version
	CSLOs	<div> <p>CSLOs</p> <p>Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.</p> </div> <div> <p>Expected SLO Performance</p> <p>0.0</p> </div>	<div> <p>CSLOs</p> <p>Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.</p> </div> <div> <p>Expected SLO Performance</p> <p>0.0</p> </div>

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Complete project objectives/requirements as determined in sections 3,4, and 5 of the Special Projects Contract.</p> <p>1. Demonstrate an understanding of a selected topic or topics in Intercultural Studies.</p> <p>2. Analyze and examine the selected topic(s) from a multi-disciplinary approach as it relates to designated ethnic groups.</p>	<p>1. Complete project objectives/requirements as determined in sections 3,4, and 5 of the Special Projects Contract.</p> <p>1. Demonstrate an understanding of a selected topic or topics in Intercultural Studies.</p> <p>2. Analyze and examine the selected topic(s) from a multi-disciplinary approach as it relates to designated ethnic groups.</p>
	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	2IC	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2019	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	ICS 077	ICS 077
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	ICS	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

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	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

Changed	Questions	Current Version	Proposed Version
!	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
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	234003	No Value
!	Account Code	1320	No Value
!	Program Code	220300	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

Changed	Questions	Current Version	Proposed Version
	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 ICS D077X, ICS D077Y or ICS D077Z.)	(Not open to students with credit in ICS D077X, ICS D077Y or ICS D077Z.)
	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
	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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 12:
Investigate,
throughout the
course as
applicable,
how
mathematics
has developed
as a human
activity around
the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite
does not fall
under an A-F
Matrix is being
removed,
provide an
explanation as
to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value



Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Consent of instructor and division dean and an approved Special Projects Contract is required.

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2: Department Chair

No Value

No Value

Stage 3: Division Curriculum Representative

No Value

No Value

Stage 4: Division Dean

No Value

No Value

Stage 5: SLO Coordinator

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			2/19/25	MatrixObjective H	2	Required	List the requirement: "Consent of instructor and division dean and an Y approved Special Projects Contract is required."	
	Stage 8: Dean of Online Learning	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ICSD077.
	Distance Education Approved	No

Changed	Field	Current Version
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000173587

Articulation		
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

03/07/2025

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 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

Section	Changed field
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
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	• Huaifu Liu
	Course ID (CB01A and CB01B)	ICSD077X	ICSD077X
	Course Control Number	CCC000317000	CCC000317000
	Course Title (CB02)	Special Projects in Intercultural Studies	Special Projects in Intercultural Studies
	Short Course Title	SPEC PRJCTS IN ICS	SPEC PRJCTS IN ICS
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	ICS - Intercultural Studies	ICS - Intercultural Studies
!	Effective Term	Fall 2021	Fall 2021 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Specific reading, writing or study projects within the discipline of Intercultural Studies.	Specific reading, writing or study projects within the discipline of Intercultural Studies.
!	Course Type (CB27)	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Ethnic Studies
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - ETHNIC STUDIES

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This is a CSU transferable course that is an elective on the Intercultural Studies Certificate of Achievement-Advanced and A.A. degree. It provides students with opportunities to develop skills that would prepare them to assist faculty in the classroom, design original projects, or analyze in more depth selected current topics in the intercultural studies discipline.	This is a CSU transferable course that is an elective on the Intercultural Studies Certificate of Achievement-Advanced and A.A. degree. It provides students with opportunities to develop skills that would prepare them to assist faculty in the classroom, design original projects, or analyze in more depth selected current topics in the intercultural studies discipline.

Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
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**Is this a CTE
(Career
Technical
Education)
course?**

No value

No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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**Is this an
honors/non-
honors course?**

No value

No

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

More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill
Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

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	<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	

Changed	Field	Current Version	Proposed Version
	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	<div>Associated ProgramIntercultural Studies Program</div>	<div>Associated ProgramIntercultural Studies Program</div>
		<div>Award TypeCertificate of Achievement-Advanced (COA-A)</div>	<div>Award TypeCertificate of Achievement-Advanced (COA-A)</div>
		<div>Associated ProgramIntercultural Studies Program</div>	<div>Associated ProgramIntercultural Studies Program</div>
		<div>Award TypeAssociate in Arts (A.A.) Degree</div>	<div>Award TypeAssociate in Arts (A.A.) Degree</div>
		<div>Associated ProgramIntercultural Studies (In Development)</div>	<div>Associated ProgramIntercultural Studies (In Development)</div>
		<div>Award TypeCertificate of Achievement-Advanced (COA-A)</div>	<div>Award TypeCertificate of Achievement-Advanced (COA-A)</div>
		<div>Associated ProgramIntercultural Studies (In Development)</div>	<div>Associated ProgramIntercultural Studies (In Development)</div>
		<div>Award TypeAssociate in Arts (A.A.) Degree</div>	<div>Award TypeAssociate in Arts (A.A.) Degree</div>

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

Changed	Field	Current Version	Proposed Version
	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.


Changed	Field	Current Version	Proposed Version
	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	Methods of Instruction	Methods of Instruction
		Methods of Instruction Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects	Methods of Instruction Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects
	Assignments	1. To be determined in consultation with instructor. See Sections 3 and 4 of the Special Project Contract	1. To be determined in consultation with instructor. See Sections 3 and 4 of the Special Project Contract

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	<div>Methods of Evaluation</div> <div> Methods of Evaluation <ol style="list-style-type: none"> 1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to the study of intercultural studies and student's selected topic. 2. Oral presentation and/or guided research paper that will require students to summarize, integrate, and critically analyze issues related to intercultural studies as they pertain to a selected ethnic group(s) </div>	<div>Methods of Evaluation</div> <div> Methods of Evaluation <ol style="list-style-type: none"> 1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to the study of intercultural studies and student's selected topic. 2. Oral presentation and/or guided research paper that will require students to summarize, integrate, and critically analyze issues related to intercultural studies as they pertain to a selected ethnic group(s) </div>

Changed	Field	Current Version	Proposed Version																				
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">None. Essential College Facilities: <ul style="list-style-type: none">None.	Essential Student Materials: <ul style="list-style-type: none">None Essential College Facilities: <ul style="list-style-type: none">None																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined in consultation with the instructor. See Sections 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 Sections 3 and 4 of Special Project Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined in consultation with the instructor. See Sections 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 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																						
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																						
	Suggested Reading List	<table><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.




Changed	Field	Current Version	Proposed Version
	CSLOs	<div> CSLOs Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts. </div> <div> Expected SLO Performance 0.0 </div>	<div> CSLOs Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts. </div> <div> Expected SLO Performance 0.0 </div>

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. 1. Demonstrate an understanding of a selected topic or topics in Intercultural Studies. 2. Analyze and examine the selected topic(s) from a multi-disciplinary approach as it relates to designated ethnic groups.	1. Complete project objectives/requirements as determined in sections 3,4, and 5 of the Special Projects Contract. 1. Demonstrate an understanding of a selected topic or topics in Intercultural Studies. 2. Analyze and examine the selected topic(s) from a multi-disciplinary approach as it relates to designated ethnic groups.
	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	2IC	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2019	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	ICS 077X	ICS 077X
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	ICS	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	ICS 77	ICS 77
!	CTE Status	No	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	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

Changed	Questions	Current Version	Proposed Version
!	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
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	234003	No Value
!	Account Code	1320	No Value
!	Program Code	220300	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

Changed	Questions	Current Version	Proposed Version
	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 ICS D077., ICS D077Y or ICS D077Z.)	(Not open to students with credit in ICS D077., ICS D077Y or ICS D077Z.)
	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
	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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 12:
Investigate,
throughout the
course as
applicable,
how
mathematics
has developed
as a human
activity around
the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite
does not fall
under an A-F
Matrix is being
removed,
provide an
explanation as
to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value



Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Consent of instructor and division dean and an approved Special Projects Contract is required.

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2: Department Chair

No Value

No Value

Stage 3: Division Curriculum Representative

No Value

No Value

Stage 4: Division Dean

No Value

No Value

Stage 5: SLO Coordinator

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			2/19/25	MatrixObjective H 2	Required	List the requirement: "Consent of instructor and division dean and an approved Special Projects Contract is required."		Y
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/2/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid and Online Course Delivery Request	Required	-Please delete reference to outside organization (www.cast.org) on question #12 of the form. Or explain how this outside organization provides support to students.	Y
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
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Stage 13: Curriculum Committee	No Value	No Value
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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	ICSD077X
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Distance Education Approved	No
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Board of Trustees Approval Date

Curriculum Committee Approval Date
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Time to Next Review	Sep 1, 2024 12:00:00 AM
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External Review Approval Date	Sep 1, 2019 12:00:00 AM
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Course Control Number	CCC000317000
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Articulation

Changed	Field	Current Version
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Course Crosswalk CRS-DEPT- NAME
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Changed	Field	Current Version
	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College

Change Report

03/10/2025

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

Section	Changed field
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 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

Section	Changed field
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
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	• Huaifu Liu
	Course ID (CB01A and CB01B)	ICSD077Y	ICSD077Y
	Course Control Number	CCC000196262	CCC000196262
	Course Title (CB02)	Special Projects in Intercultural Studies	Special Projects in Intercultural Studies
	Short Course Title	SPEC PRJCTS IN ICS	SPEC PRJCTS IN ICS
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	ICS - Intercultural Studies	ICS - Intercultural Studies
❗	Effective Term	Fall 2021	Fall 2024 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Specific reading, writing or study projects within the discipline of Intercultural Studies.	Specific reading, writing or study projects within the discipline of Intercultural Studies.

Changed	Field	Current Version	Proposed Version
!	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"> Online Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Ethnic Studies
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - ETHNIC STUDIES

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This is a CSU transferable course that is an elective on the Intercultural Studies Certificate of Achievement-Advanced and A.A. degree. It provides students with opportunities to develop skills that would prepare them to assist faculty in the classroom, design original projects, or analyze in more depth selected current topics in the intercultural studies discipline.	This is a CSU transferable course that is an elective on the Intercultural Studies Certificate of Achievement-Advanced and A.A. degree. It provides students with opportunities to develop skills that would prepare them to assist faculty in the classroom, design original projects, or analyze in more depth selected current topics in the intercultural studies discipline.

Foothill Equivalency			

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	


Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	


Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course			

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course			
Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>


Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>


Cross-listed Course			
Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options			
Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<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	<div> Associated Program Intercultural Studies </div>	<div> Associated Program Intercultural Studies </div>
		<div> Award Type Certificate of Achievement-Advanced (COA-A) </div>	<div> Award Type Certificate of Achievement-Advanced (COA-A) </div>
		<div> Associated Program Intercultural Studies </div>	<div> Associated Program Intercultural Studies </div>
		<div> Award Type Associate in Arts (A.A.) Degree </div>	<div> Award Type Associate in Arts (A.A.) Degree </div>
		<div> Associated Program Intercultural Studies (In Development) </div>	<div> Associated Program Intercultural Studies (In Development) </div>
		<div> Award Type Certificate of Achievement-Advanced (COA-A) </div>	<div> Award Type Certificate of Achievement-Advanced (COA-A) </div>
		<div> Associated Program Intercultural Studies (In Development) </div>	<div> Associated Program Intercultural Studies (In Development) </div>
		<div> Award Type Associate in Arts (A.A.) Degree </div>	<div> Award Type Associate in Arts (A.A.) Degree </div>

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
	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

Changed	Field	Current Version	Proposed Version
	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.

Changed	Field	Current Version	Proposed Version
	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	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>Methods of Instruction</div>	<div>Methods of Instruction</div> <div>Methods of Instruction</div>
		<div>Methods of Instruction</div> <div>Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects</div>	<div>Methods of Instruction</div> <div>Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects</div>
	Assignments	1. To be determined in consultation with instructor. See Sections 3 and 4 of the Special Project Contract	1. To be determined in consultation with instructor. See Sections 3 and 4 of the Special Project Contract



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation



1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to the study of intercultural studies and student's selected topic.
2. Oral presentation and/or guided research paper that will require students to summarize, integrate, and critically analyze issues related to intercultural studies as they pertain to a selected ethnic group(s)

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to the study of intercultural studies and student's selected topic.
2. Oral presentation and/or guided research paper that will require students to summarize, integrate, and critically analyze issues related to intercultural studies as they pertain to a selected ethnic group(s)

Changed	Field	Current Version	Proposed Version																				
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">• None. Essential College Facilities: <ul style="list-style-type: none">• None.	Essential Student Materials: <ul style="list-style-type: none">• None Essential College Facilities: <ul style="list-style-type: none">• None																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined in consultation with the instructor. See Sections 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 Sections 3 and 4 of Special Project Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined in consultation with the instructor. See Sections 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 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																						
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																						
	Suggested Reading List	<table><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.

Changed	Field	Current Version	Proposed Version
	CSLOs	<div> CSLOs <p>Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.</p> </div> <div> Expected SLO Performance <p>0.0</p> </div>	<div> CSLOs <p>Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.</p> </div> <div> Expected SLO Performance <p>0.0</p> </div>

Course Outline			
Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Complete project objectives/requirements as determined in sections 3,4, and 5 of the Special Projects Contract.</p> <p>1. Demonstrate an understanding of a selected topic or topics in Intercultural Studies.</p> <p>2. Analyze and examine the selected topic(s) from a multi-disciplinary approach as it relates to designated ethnic groups.</p>	<p>1. Complete project objectives/requirements as determined in sections 3,4, and 5 of the Special Projects Contract.</p> <p>1. Demonstrate an understanding of a selected topic or topics in Intercultural Studies.</p> <p>2. Analyze and examine the selected topic(s) from a multi-disciplinary approach as it relates to designated ethnic groups.</p>
	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	2IC	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2019	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	ICS 077Y	ICS 077Y
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	ICS	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	ICS 77	ICS 77
!	CTE Status	No	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
❗	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

Changed	Questions	Current Version	Proposed Version
❗	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
❗	Sports/Physical Education Course Indicator	N	No Value
❗	COA Code	C	No Value
❗	Fund Code	114000	No Value
❗	Organization Code	234003	No Value
❗	Account Code	1320	No Value
❗	Program Code	220300	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

Changed	Questions	Current Version	Proposed Version
	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 ICS D077., ICS D077X or ICS D077Z.)	(Not open to students with credit in ICS D077., ICS D077X or ICS D077Z.)
	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
	<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
	<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.	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>	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
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

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
	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	Consent of instructor and division dean and an approved Special Projects Contract is required.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
❗	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			2/19/25	MatrixObjectiveH	2	Required	List the requirement: "Consent of instructor and division dean and an approved Special Projects Contract is required."	Y
	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					

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	ICSD077Y
	Distance Education Approved	No

Changed	Field	Current Version
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000196262

Articulation		
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

03/07/2025

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 7: Content Review Matrix Liaison
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?



Section	Changed field
Cross-listed Course	Is this a cross-listed course?
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	• Hua fu Liu
	Course ID (CB01A and CB01B)	ICSD077Z	ICSD077Z
	Course Control Number	CCC000287235	CCC000287235
	Course Title (CB02)	Special Projects in Intercultural Studies	Special Projects in Intercultural Studies
	Short Course Title	SPEC PRJCTS IN ICS	SPEC PRJCTS IN ICS
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	ICS - Intercultural Studies	ICS - Intercultural Studies
❗	Effective Term	Fall 2021	Fall 2021 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Specific reading, writing or study projects within the discipline of Intercultural Studies.	Specific reading, writing or study projects within the discipline of Intercultural Studies.
❗	Course Type (CB27)	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Ethnic Studies
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - ETHNIC STUDIES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a CSU transferable course that is an elective on the Intercultural Studies Certificate of Achievement-Advanced and A.A. degree. It provides students with opportunities to develop skills that would prepare them to assist faculty in the classroom, design original projects, or analyze in more depth selected current topics in the intercultural studies discipline.	This is a CSU transferable course that is an elective on the Intercultural Studies Certificate of Achievement-Advanced and A.A. degree. It provides students with opportunities to develop skills that would prepare them to assist faculty in the classroom, design original projects, or analyze in more depth selected current topics in the intercultural studies discipline.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
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**Is this a CTE
(Career
Technical
Education)
course?**

No value

No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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**Is this an
honors/non-
honors course?**

No value

No

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
---------	-------	-----------------	------------------



**Is this a cross-
listed course?**

No value

No

More Options

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------


**Basic Skill
Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

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	<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
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Will the course fulfill a UC/CSU lower-division major requirement?

No value

No

Associated Programs

Changed	Field	Current Version	Proposed Version
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Course is part of a program

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to 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	12	12
	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	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	144	144
	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	144	144

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.


Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<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	144	144
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			
Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction	Methods of Instruction
		Methods of Instruction Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects	Methods of Instruction Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects
	Assignments	1. To be determined in consultation with instructor. See Sections 3 and 4 of the Special Project Contract	1. To be determined in consultation with instructor. See Sections 3 and 4 of the Special Project Contract

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	<div>Methods of Evaluation</div> <div> <div>Methods of Evaluation</div> <div> <p>1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to the study of intercultural studies and student's selected topic.</p> <p>2. Oral presentation and/or guided research paper that will require students to summarize, integrate, and critically analyze issues related to intercultural studies as they pertain to a selected ethnic group(s)</p> </div> </div>	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div> <div> <div>Methods of Evaluation</div> <div> <p>1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to the study of intercultural studies and student's selected topic.</p> <p>2. Oral presentation and/or guided research paper that will require students to summarize, integrate, and critically analyze issues related to intercultural studies as they pertain to a selected ethnic group(s)</p> </div> </div>

Changed	Field	Current Version	Proposed Version																				
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">None. Essential College Facilities: <ul style="list-style-type: none">None.	Essential Student Materials: <ul style="list-style-type: none">None Essential College Facilities: <ul style="list-style-type: none">None																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined in consultation with the instructor. See Sections 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 Sections 3 and 4 of Special Project Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined in consultation with the instructor. See Sections 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 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																						
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																						
	Suggested Reading List	<table><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.

Changed	Field	Current Version	Proposed Version
	CSLOs	<div> CSLOs Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts. </div> <div> Expected SLO Performance 0.0 </div>	<div> CSLOs Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts. </div> <div> Expected SLO Performance 0.0 </div>

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. 1. Demonstrate an understanding of a selected topic or topics in Intercultural Studies. 2. Analyze and examine the selected topic(s) from a multi-disciplinary approach as it relates to designated ethnic groups.	1. Complete project objectives/requirements as determined in sections 3,4, and 5 of the Special Projects Contract. 1. Demonstrate an understanding of a selected topic or topics in Intercultural Studies. 2. Analyze and examine the selected topic(s) from a multi-disciplinary approach as it relates to designated ethnic groups.
	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	2IC	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2019	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	ICS 077Z	ICS 077Z
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	ICS	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	ICS 77	ICS 77
!	CTE Status	No	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	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

Changed	Questions	Current Version	Proposed Version
!	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
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	234003	No Value
!	Account Code	1320	No Value
!	Program Code	220300	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

Changed	Questions	Current Version	Proposed Version
	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 ICS D077., ICS D077X or ICS D077Y.)	(Not open to students with credit in ICS D077., ICS D077X or ICS D077Y.)
	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
	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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 12:
Investigate,
throughout the
course as
applicable,
how
mathematics
has developed
as a human
activity around
the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite
does not fall
under an A-F
Matrix is being
removed,
provide an
explanation as
to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value



Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Consent of instructor and division dean and an approved Special Projects Contract is required.

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2: Department Chair

No Value

No Value

Stage 3: Division Curriculum Representative

No Value

No Value

Stage 4: Division Dean

No Value

No Value

Stage 5: SLO Coordinator

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			2/19/25	MatrixObjective H	2	Required	List the requirement: "Consent of instructor and division dean and an approved Special Projects Contract is required."	Y
	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					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ICSD077Z
	Distance Education Approved	No

Changed	Field	Current Version
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000287235

Articulation		
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

03/25/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
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 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Shameka Walker	• Huaifu Liu
	Course ID (CB01A and CB01B)	ICSD078.	ICSD078.
	Course Control Number	CCC000366009	CCC000366009
	Course Title (CB02)	Special Group Projects in Intercultural Studies	Special Group Projects in Intercultural Studies
	Short Course Title	SPEC GRP PROJS IN ICS	SPEC GRP PROJS IN ICS
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	ICS - Intercultural Studies	ICS - Intercultural Studies
❗	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	Course Description	Special group projects that incorporate the theory and practice of issues within the field of Intercultural Studies.	Special group projects that incorporate the theory and practice of issues within the field of Intercultural Studies. <u>Studies.</u>
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	• Ethnic Studies
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	FSA	No value	• FHDA FSA - ETHNIC STUDIES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This variable unit set of courses fulfills the elective requirements for the Intercultural Studies Certificate of Achievement-Advanced or A.A. degree. It is a CSU transferable course. The course provides students with the ability to incorporate concentrated study, focused practice, and experiential activities within current topics in the intercultural studies discipline.	This variable unit set of courses fulfills the elective requirements for the Intercultural Studies Certificate of Achievement-Advanced or A.A. <u>Associate of Arts</u> degree. It is a CSU transferable course. The course provides students with the ability to incorporate concentrated study, focused practice, and experiential activities within current topics in the intercultural studies discipline.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

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"/>

Changed	Field	Current Version	Proposed Version
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	Repeatability Statement	No value	
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UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
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	If yes, identify the lower-division UC course and campus.	No value	
--	---	----------	--

	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
--	--	----	----

	If yes, identify the UC/CSU campus, course and major.	No value	
--	---	----------	--

	Will the course be UC transferable?	No	No
--	-------------------------------------	----	----

Associated Programs

Changed	Field	Current Version	Proposed Version
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Course is part of a program

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

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

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
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Lecture Hours - In Class 0

0

Lecture Hours - Out of Class 0

0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	1.5	1.5
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	18	18
	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	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	18	18
	Total - Course Out-of-Class Hours	0	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5

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	18	18

Changed	Field	Current Version	Proposed Version
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5


SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<div><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Discussion of assigned reading</div><div>Collaborative projects</div><div>Field observation and field trips</div><div>Collaborative learning and small group exercises</div></div>	<div><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Discussion of assigned reading</div><div>Collaborative projects</div><div>Field observation and field trips</div><div>Collaborative learning and small group exercises</div></div>
	Assignments	<div><div>1. Discipline-related readings from primary academic sources (to be determined through consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div><div>2. Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div></div>	<div><div>1. Discipline-related readings from primary academic sources (to be determined through consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div><div>2. Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div></div>


Changed	Field	Current Version	Proposed Version																				
❗	Methods of Evaluation	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div> <div>1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div> <div>2. Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div>	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div> <div>1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div> <div>2. Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div>																				
❗	Essential Student Materials/Essential College Facilities	<div>Essential Student Materials:</div> <div>• None.</div> <div>Essential College Facilities:</div> <div>• None.</div>	<div>Essential Student Materials:</div> <div>• None</div> <div>Essential College Facilities:</div> <div>• None</div>																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined by the instructor. See Sections 3 and 4 of the Special Projects 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 by the instructor. See Sections 3 and 4 of the Special Projects Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined by the instructor. See Sections 3 and 4 of the Special Projects 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 by the instructor. See Sections 3 and 4 of the Special Projects Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value
Title	No value																						
Author	To be determined by the instructor. See Sections 3 and 4 of the Special Projects Contract.																						
Publisher	No value																						
Date/Edition	No value																						
ISBN	No value																						
Title	No value																						
Author	To be determined by the instructor. See Sections 3 and 4 of the Special Projects Contract.																						
Publisher	No value																						
Date/Edition	No value																						
ISBN	No value																						

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<div><div>Reading List</div><div>None.</div></div> <div><div>May include, but are not limited to</div><div>No value</div></div>	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.	<ul style="list-style-type: none">Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.
	CSLOs	<div><div>CSLOs</div><div>Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>	<div><div>CSLOs</div><div>Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>1. Issues will be studied in terms of theoretical ideas/concepts from a disciplinary perspective and practical applications of these ideas/concepts.</p> <p>2. A wide variety of social, cultural, political, theoretical, and historical issues may be addressed.</p> <p>2. Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>3. Identify sequence and timeline for project goals/activities</p> <p>1. Critically examine project outcomes and interpret applied results as related to overall project activities.</p> <p>2. Clarify objectives of project</p>	<p>1. Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>1. Issues will be studied in terms of theoretical ideas/concepts from a disciplinary perspective and practical applications of these ideas/concepts.</p> <p>2. A wide variety of social, cultural, political, theoretical, and historical issues may be addressed.</p> <p>2. Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>3. Identify sequence and timeline for project goals/activities</p> <p>1. Critically examine project outcomes and interpret applied results as related to overall project activities.</p> <p>2. Clarify objectives of project</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab;</p> <p>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</p> <p>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):	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:	(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 ICS D078W, ICS D078X, ICS D078Y or ICS D078Z.)	(Not open to students with credit in ICS D078W, ICS D078X, ICS D078Y or ICS D078Z.)

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Methods of Evaluation A: Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Methods of Evaluation A: Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation B: Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract

Changed	Questions	Current Version	Proposed Version
❗	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation B: Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract
❗	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignment A: Discipline-related readings from primary academic sources (to be determined through consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

No Value

Objective 3: Explore functions.

No Value

No Value

Objective 4: Develop linear function models.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value



Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Consent of instructor and division dean and an approved Special Projects Contract is required.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			2/19/25	Matrix H	Objective 2	Required	List the requirement: "Consent of instructor and division dean and an approved Special Projects Contract is required."	Y
			2/19/25	Matrix A		Required	Complete Matrix A for your English advisory	Y
			2/25/25	Matrix A	Objectives 1 and 4	Required	The objectives in your outline will not currently meet the requirements for objectives. (I am sure you will receive recommendations/requirements regarding these from the curriculum committee). Luckily your current objectives in the outline are the same as your methods of evaluation, so you can easily fix your matrix by just referencing the equivalent methods of evaluation.	Y
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/10/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid and Online Course Delivery Request	Required	-Please delete reference to outside organization (www.cast.org) on question #12 of the form. Or explain how this outside organization provides support to students.	Y
	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)	ICS 078	ICS 078

Changed	Questions	Current Version	Proposed Version
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	No Value	No Value
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ICSD078.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000366009

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College





Change Report

03/25/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
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 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none">Shameka Walker	<ul style="list-style-type: none">Huafu Liu
	Course ID (CB01A and CB01B)	ICSD078W	ICSD078W
	Course Control Number	CCC000001521	CCC000001521
	Course Title (CB02)	Special Group Projects in Intercultural Studies	Special Group Projects in Intercultural Studies
	Short Course Title	SPEC GRP PROJS IN ICS	SPEC GRP PROJS IN ICS
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	ICS - Intercultural Studies	ICS - Intercultural Studies
	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Special group projects that incorporate the theory and practice of issues within the field of Intercultural Studies.	Special group projects that incorporate the theory and practice of issues within the field of Intercultural Studies . <u>Studies.</u>
	Course Type (CB27)	<ul style="list-style-type: none">Lower Division	<ul style="list-style-type: none">Lower Division
	Mode of Delivery	No value	<ul style="list-style-type: none">OnlineHybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none">Ethnic Studies
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none">FHDA FSA - ETHNIC STUDIES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This variable unit set of courses fulfills the elective requirements for the Intercultural Studies Certificate of Achievement-Advanced or A.A. degree. It is a CSU transferable course. The course provides students with the ability to incorporate concentrated study, focused practice, and experiential activities within current topics in the intercultural studies discipline.	This variable unit set of courses fulfills the elective requirements for the Intercultural Studies Certificate of Achievement-Advanced or A.A. <u>Associate of Arts</u> degree. It is a CSU transferable course. The course provides students with the ability to incorporate concentrated study, focused practice, and experiential activities within current topics in the intercultural studies discipline.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

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"/>

Changed	Field	Current Version	Proposed Version
	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
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Course is part of a program

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

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

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
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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
	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

Changed	Field	Current Version	Proposed Version
	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

Changed	Field	Current Version	Proposed Version
	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	<div><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Discussion of assigned reading</div><div>Collaborative projects</div><div>Field observation and field trips</div><div>Collaborative learning and small group exercises</div></div>	<div><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Discussion of assigned reading</div><div>Collaborative projects</div><div>Field observation and field trips</div><div>Collaborative learning and small group exercises</div></div>
	Assignments	<div><div>1. Discipline-related readings from primary academic sources (to be determined through consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div><div>2. Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div></div>	<div><div>1. Discipline-related readings from primary academic sources (to be determined through consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div><div>2. Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div></div>

Changed	Field	Current Version	Proposed Version
❗	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation
		Methods of Evaluation <ol style="list-style-type: none"> 1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract 2. Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract 	Methods of Evaluation <ol style="list-style-type: none"> 1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract 2. Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract
❗	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • None. 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • None
	Examples of Primary Texts and References	Title No value	Title No value
		Author To be determined by the instructor. See Sections 3 and 4 of the Special Projects Contract.	Author To be determined by the instructor. See Sections 3 and 4 of the Special Projects Contract.
		Publisher No value	Publisher No value
		Date/Edition No value	Date/Edition No value
		ISBN No value	ISBN No value

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<div><div>Reading List</div><div>None.</div></div> <div><div>May include, but are not limited to</div><div>No value</div></div>	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.	<ul style="list-style-type: none">Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.
	CSLOs	<div><div>CSLOs</div><div>Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>	<div><div>CSLOs</div><div>Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>1. Issues will be studied in terms of theoretical ideas/concepts from a disciplinary perspective and practical applications of these ideas/concepts.</p> <p>2. A wide variety of social, cultural, political, theoretical, and historical issues may be addressed.</p> <p>2. Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>3. Identify sequence and timeline for project goals/activities</p> <p>1. Critically examine project outcomes and interpret applied results as related to overall project activities.</p> <p>2. Clarify objectives of project</p>	<p>1. Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>1. Issues will be studied in terms of theoretical ideas/concepts from a disciplinary perspective and practical applications of these ideas/concepts.</p> <p>2. A wide variety of social, cultural, political, theoretical, and historical issues may be addressed.</p> <p>2. Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>3. Identify sequence and timeline for project goals/activities</p> <p>1. Critically examine project outcomes and interpret applied results as related to overall project activities.</p> <p>2. Clarify objectives of project</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab;</p> <p>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</p> <p>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):	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:	(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 ICS D078., ICS D078X, ICS D078Y or ICS D078Z.)	(Not open to students with credit in ICS D078., ICS D078X, ICS D078Y or ICS D078Z.)

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Methods of Evaluation A: Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Outline A: Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignment B: Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)

Changed	Questions	Current Version	Proposed Version
❗	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation B: Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract
❗	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Outline C.1: Critically examine project outcomes and interpret applied results as related to overall project activities.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

No Value

Objective 3: Explore functions.

No Value

No Value

Objective 4: Develop linear function models.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value



Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Consent of instructor and division dean and an approved Special Projects Contract is required.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			2/19/25	Matrix H	Objective 2	Required	List the requirement: "Consent of instructor and division dean and an approved Special Projects Contract is required."	Y
			2/19/25	Matrix A		Required	Complete Matrix A for your English advisory	Y
			2/25/25	Matrix A	Objectives 1 and 4	Required	The objectives in your outline will not currently meet the requirements for objectives. (I am sure you will receive recommendations/requirements regarding these from the curriculum committee). Luckily your current objectives in the outline are the same as your methods of evaluation, so you can easily fix your matrix by just referencing the equivalent methods of evaluation.	Y
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/10/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid and Online Course Delivery Request	Required	-Please delete reference to outside organization (www.cast.org) on question #12 of the form. Or explain how this outside organization provides support to students.	Y
	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)	ICS 078W	ICS 078W

Changed	Questions	Current Version	Proposed Version
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	No Value	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	ICS 78	ICS 78
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ICSD078W
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000001521

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College


Change Report

03/12/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
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 7: Content Review Matrix Liaison

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Shameka Walker	• Huafu Liu
	Course ID (CB01A and CB01B)	ICSD078X	ICSD078X

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000221934	CCC000221934
	Course Title (CB02)	Special Group Projects in Intercultural Studies	Special Group Projects in Intercultural Studies
	Short Course Title	SPEC GRP PROJS IN ICS	SPEC GRP PROJS IN ICS
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	ICS - Intercultural Studies	ICS - Intercultural Studies
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Special group projects that incorporate the theory and practice of issues within the field of Intercultural Studies.	Special group projects that incorporate the theory and practice of issues within the field of Intercultural Studies.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	No value	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Ethnic Studies
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - ETHNIC STUDIES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This variable unit set of courses fulfills the elective requirements for the Intercultural Studies Certificate of Achievement-Advanced or A.A. degree. It is a CSU transferable course. The course provides students with the ability to incorporate concentrated study, focused practice, and experiential activities within current topics in the intercultural studies discipline.	This variable unit set of courses fulfills the elective requirements for the Intercultural Studies Certificate of Achievement-Advanced or A.A. degree. It is a CSU transferable course. The course provides students with the ability to incorporate concentrated study, focused practice, and experiential activities within current topics in the intercultural studies discipline.

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	
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	Does the course have a Foothill equivalent?	No	No
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
--	---------------------------	--------------------------------------	--------------------------------------

	Course Prior To College Level	Not applicable.	Not applicable.
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	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
--	------------------------------------	--------------------------------	--------------------------------

	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"/>
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Changed	Field	Current Version	Proposed Version
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	Repeatability Statement	No value	
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UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
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	If yes, identify the lower-division UC course and campus.	No value	
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	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
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	If yes, identify the UC/CSU campus, course and major.	No value	
--	---	----------	--

	Will the course be UC transferable?	No	No
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Associated Programs

Changed	Field	Current Version	Proposed Version
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Course is part of a program

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

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

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
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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
	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

Changed	Field	Current Version	Proposed Version
	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

Changed	Field	Current Version	Proposed Version
	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><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Discussion of assigned reading</div><div>Collaborative projects</div><div>Field observation and field trips</div><div>Collaborative learning and small group exercises</div></div>	<div><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Discussion of assigned reading</div><div>Collaborative projects</div><div>Field observation and field trips</div><div>Collaborative learning and small group exercises</div></div>
	Assignments	<div><div>1. Discipline-related readings from primary academic sources (to be determined through consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div><div>2. Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div></div>	<div><div>1. Discipline-related readings from primary academic sources (to be determined through consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div><div>2. Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div></div>

Changed	Field	Current Version	Proposed Version																				
❗	Methods of Evaluation	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div> <div>1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div> <div>2. Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div>	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div> <div>1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div> <div>2. Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div>																				
❗	Essential Student Materials/Essential College Facilities	<div>Essential Student Materials:</div> <div>• None.</div> <div>Essential College Facilities:</div> <div>• None.</div>	<div>Essential Student Materials:</div> <div>• None</div> <div>Essential College Facilities:</div> <div>• None</div>																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined by the instructor. See Sections 3 and 4 of the Special Projects 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 by the instructor. See Sections 3 and 4 of the Special Projects Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined by the instructor. See Sections 3 and 4 of the Special Projects 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 by the instructor. See Sections 3 and 4 of the Special Projects Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value
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Author	To be determined by the instructor. See Sections 3 and 4 of the Special Projects Contract.																						
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Author	To be determined by the instructor. See Sections 3 and 4 of the Special Projects Contract.																						
Publisher	No value																						
Date/Edition	No value																						
ISBN	No value																						

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<div><div>Reading List</div><div>None.</div></div> <div><div>May include, but are not limited to</div><div>No value</div></div>	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.	<ul style="list-style-type: none">Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.
	CSLOs	<div><div>CSLOs</div><div>Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>	<div><div>CSLOs</div><div>Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>1. Issues will be studied in terms of theoretical ideas/concepts from a disciplinary perspective and practical applications of these ideas/concepts.</p> <p>2. A wide variety of social, cultural, political, theoretical, and historical issues may be addressed.</p> <p>2. Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>3. Identify sequence and timeline for project goals/activities</p> <p>1. Critically examine project outcomes and interpret applied results as related to overall project activities.</p> <p>2. Clarify objectives of project</p>	<p>1. Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>1. Issues will be studied in terms of theoretical ideas/concepts from a disciplinary perspective and practical applications of these ideas/concepts.</p> <p>2. A wide variety of social, cultural, political, theoretical, and historical issues may be addressed.</p> <p>2. Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>3. Identify sequence and timeline for project goals/activities</p> <p>1. Critically examine project outcomes and interpret applied results as related to overall project activities.</p> <p>2. Clarify objectives of project</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab;</p> <p>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</p> <p>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):	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:	(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 ICS D078., ICS D078W, ICS D078Y or ICS D078Z.)	(Not open to students with credit in ICS D078., ICS D078W, ICS D078Y or ICS D078Z.)

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Outline A: Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Methods of Evaluation A: Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation B: Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract

Changed	Questions	Current Version	Proposed Version
❗	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignment B: Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)
❗	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Outline C.1.: Critically examine project outcomes and interpret applied results as related to overall project activities.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

No Value

Objective 3: Explore functions.

No Value

No Value

Objective 4: Develop linear function models.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value



Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Consent of instructor and division dean and an approved Special Projects Contract is required.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
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Stage 2: Department Chair

No Value

No Value

Stage 3: Division Curriculum Representative

No Value

No Value

Stage 4: Division Dean

No Value

No Value

Stage 5: SLO Coordinator

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			2/19/25	Matrix H	Objective 2	Required	List the requirement: "Consent of instructor and division approved Special Projects Contract is required." Complete Matrix A for your English advisory	Y
	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)	ICS 078X	ICS 078X
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	No Value	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	ICS 78	ICS 78

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none">Requisite change appr. 1/17/23 (effect. F23).-ccCCN requisite changes appr. 9/23/24 (effect. F25). -sw	<ul style="list-style-type: none">Requisite change appr. 1/17/23 (effect. F23).-ccCCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ICSD078X
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000221934

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

03/12/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
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 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Shameka Walker	• Huafu Liu

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	ICSD078Y	ICSD078Y
	Course Control Number	CCC000567518	CCC000567518
	Course Title (CB02)	Special Group Projects in Intercultural Studies	Special Group Projects in Intercultural Studies
	Short Course Title	SPEC GRP PROJS IN ICS	SPEC GRP PROJS IN ICS
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	ICS - Intercultural Studies	ICS - Intercultural Studies
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Special group projects that incorporate the theory and practice of issues within the field of Intercultural Studies.	Special group projects that incorporate the theory and practice of issues within the field of Intercultural Studies.
	Course Type (CB27)	• Lower Division	• Lower Division
!	Mode of Delivery	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Ethnic Studies
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	• FHDA FSA - ETHNIC STUDIES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This variable unit set of courses fulfills the elective requirements for the Intercultural Studies Certificate of Achievement-Advanced or A.A. degree. It is a CSU transferable course. The course provides students with the ability to incorporate concentrated study, focused practice, and experiential activities within current topics in the intercultural studies discipline.	This variable unit set of courses fulfills the elective requirements for the Intercultural Studies Certificate of Achievement-Advanced or A.A. degree. It is a CSU transferable course. The course provides students with the ability to incorporate concentrated study, focused practice, and experiential activities within current topics in the intercultural studies discipline.

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
--	---	----	----

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	
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	Does the course have a Foothill equivalent?	No	No
--	---	----	----

More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
--	---------------------------	--------------------------------------	--------------------------------------

	Course Prior To College Level	Not applicable.	Not applicable.
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	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"/>
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Changed	Field	Current Version	Proposed Version
	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
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Course is part of a program

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

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

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
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Lecture Hours - In Class 0

0

Lecture Hours - Out of Class 0

0

Changed	Field	Current Version	Proposed Version
	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
	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

Changed	Field	Current Version	Proposed Version
	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
	Total Laboratory Hours per Term	108	108

Changed	Field	Current Version	Proposed Version
	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><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Discussion of assigned reading</div><div>Collaborative projects</div><div>Field observation and field trips</div><div>Collaborative learning and small group exercises</div></div>	<div><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Discussion of assigned reading</div><div>Collaborative projects</div><div>Field observation and field trips</div><div>Collaborative learning and small group exercises</div></div>
	Assignments	<div><div>1. Discipline-related readings from primary academic sources (to be determined through consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div><div>2. Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div></div>	<div><div>1. Discipline-related readings from primary academic sources (to be determined through consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div><div>2. Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div></div>

Changed	Field	Current Version	Proposed Version																				
❗	Methods of Evaluation	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div> <div>1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div> <div>2. Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div>	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div> <div>1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div> <div>2. Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div>																				
❗	Essential Student Materials/Essential College Facilities	<div>Essential Student Materials:</div> <div>• None.</div> <div>Essential College Facilities:</div> <div>• None.</div>	<div>Essential Student Materials:</div> <div>• None</div> <div>Essential College Facilities:</div> <div>• None</div>																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined by the instructor. See Sections 3 and 4 of the Special Projects 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 by the instructor. See Sections 3 and 4 of the Special Projects Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined by the instructor. See Sections 3 and 4 of the Special Projects 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 by the instructor. See Sections 3 and 4 of the Special Projects Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value
Title	No value																						
Author	To be determined by the instructor. See Sections 3 and 4 of the Special Projects Contract.																						
Publisher	No value																						
Date/Edition	No value																						
ISBN	No value																						
Title	No value																						
Author	To be determined by the instructor. See Sections 3 and 4 of the Special Projects Contract.																						
Publisher	No value																						
Date/Edition	No value																						
ISBN	No value																						

Changed	Field	Current Version	Proposed Version
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Suggested Reading List

Reading List None.

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"> Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract. Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract. | <ul style="list-style-type: none"> Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract. Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract. |
|---|---|



CSLOs

CSLOs Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

Expected SLO Performance 0.0

CSLOs Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

Expected SLO Performance 100.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>1. Issues will be studied in terms of theoretical ideas/concepts from a disciplinary perspective and practical applications of these ideas/concepts.</p> <p>2. A wide variety of social, cultural, political, theoretical, and historical issues may be addressed.</p> <p>2. Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>3. Identify sequence and timeline for project goals/activities</p> <p>1. Critically examine project outcomes and interpret applied results as related to overall project activities.</p> <p>2. Clarify objectives of project</p>	<p>1. Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>1. Issues will be studied in terms of theoretical ideas/concepts from a disciplinary perspective and practical applications of these ideas/concepts.</p> <p>2. A wide variety of social, cultural, political, theoretical, and historical issues may be addressed.</p> <p>2. Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>3. Identify sequence and timeline for project goals/activities</p> <p>1. Critically examine project outcomes and interpret applied results as related to overall project activities.</p> <p>2. Clarify objectives of project</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab;</p> <p>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</p> <p>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):	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:	(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 ICS D078., ICS D078W, ICS D078X or ICS D078Z.)	(Not open to students with credit in ICS D078., ICS D078W, ICS D078X or ICS D078Z.)

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Outline A: Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Methods of Evaluation A: Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation B: Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract

Changed	Questions	Current Version	Proposed Version
❗	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignment B: Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract
❗	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Outline C. 1: Critically examine project outcomes and interpret applied results as related to overall project activities.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

No Value

Objective 3: Explore functions.

No Value

No Value

Objective 4: Develop linear function models.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value



Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Consent of instructor and division dean and an approved Special Projects Contract is required.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
							List the requirement: "Consent of instructor and division dean and an approved Special Projects Contract is required."	
			2/19/25	Matrix H	Objective 2	Required	Complete Matrix A for your English advisory	Y
			2/19/25	Matrix A		Required		Y
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
							-Please delete reference to outside organization (www.cast.org) on question #12 of the	
			3/2/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid and Online Course Delivery Request	Required	form. Or explain how this outside organization provides support to students.	Y
	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)	ICS 078Y	ICS 078Y
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	No Value	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	ICS 78	ICS 78
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none">Requisite change appr. 1/17/23 (effect. F23).-ccCCN requisite changes appr. 9/23/24 (effect. F25). -sw	<ul style="list-style-type: none">Requisite change appr. 1/17/23 (effect. F23).-ccCCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	ICSD078Y
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000567518

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

03/12/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
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 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none">Shameka Walker	<ul style="list-style-type: none">Huafu Liu

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	ICSD078Z	ICSD078Z
	Course Control Number	CCC000191814	CCC000191814
	Course Title (CB02)	Special Group Projects in Intercultural Studies	Special Group Projects in Intercultural Studies
	Short Course Title	SPEC GRP PROJS IN ICS	SPEC GRP PROJS IN ICS
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	ICS - Intercultural Studies	ICS - Intercultural Studies
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Special group projects that incorporate the theory and practice of issues within the field of Intercultural Studies.	Special group projects that incorporate the theory and practice of issues within the field of Intercultural Studies.
	Course Type (CB27)	• Lower Division	• Lower Division
!	Mode of Delivery	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Ethnic Studies
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	• FHDA FSA - ETHNIC STUDIES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This variable unit set of courses fulfills the elective requirements for the Intercultural Studies Certificate of Achievement-Advanced or A.A. degree. It is a CSU transferable course. The course provides students with the ability to incorporate concentrated study, focused practice, and experiential activities within current topics in the intercultural studies discipline.	This variable unit set of courses fulfills the elective requirements for the Intercultural Studies Certificate of Achievement-Advanced or A.A. degree. It is a CSU transferable course. The course provides students with the ability to incorporate concentrated study, focused practice, and experiential activities within current topics in the intercultural studies discipline.

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
--	---	----	----

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	
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	Does the course have a Foothill equivalent?	No	No
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
--	---------------------------	--------------------------------------	--------------------------------------

	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"/>
--	---	--------------------------	--------------------------

Changed	Field	Current Version	Proposed Version
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	Repeatability Statement	No value	
--	-------------------------	----------	--

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
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	If yes, identify the lower-division UC course and campus.	No value	
--	---	----------	--

	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
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Course is part of a program

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

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

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
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Lecture Hours - In Class 0

0

Lecture Hours - Out of Class 0

0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	12	12
	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	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	144	144
	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	144	144
	Total - Course Out-of-Class Hours	0	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<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	144	144

Changed	Field	Current Version	Proposed Version
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<div><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Discussion of assigned reading</div><div>Collaborative projects</div><div>Field observation and field trips</div><div>Collaborative learning and small group exercises</div></div>	<div><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Discussion of assigned reading</div><div>Collaborative projects</div><div>Field observation and field trips</div><div>Collaborative learning and small group exercises</div></div>
	Assignments	<div><div>1. Discipline-related readings from primary academic sources (to be determined through consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div><div>2. Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div></div>	<div><div>1. Discipline-related readings from primary academic sources (to be determined through consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div><div>2. Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)</div></div>

Changed	Field	Current Version	Proposed Version																				
❗	Methods of Evaluation	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div> <div>1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div> <div>2. Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div>	<div>Methods of Evaluation</div> <div>Methods of Evaluation</div> <div>1. Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div> <div>2. Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract</div>																				
❗	Essential Student Materials/Essential College Facilities	<div>Essential Student Materials:</div> <div>• None.</div> <div>Essential College Facilities:</div> <div>• None.</div>	<div>Essential Student Materials:</div> <div>• None</div> <div>Essential College Facilities:</div> <div>• None</div>																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined by the instructor. See Sections 3 and 4 of the Special Projects 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 by the instructor. See Sections 3 and 4 of the Special Projects Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>To be determined by the instructor. See Sections 3 and 4 of the Special Projects 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 by the instructor. See Sections 3 and 4 of the Special Projects Contract.	Publisher	No value	Date/Edition	No value	ISBN	No value
Title	No value																						
Author	To be determined by the instructor. See Sections 3 and 4 of the Special Projects Contract.																						
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Date/Edition	No value																						
ISBN	No value																						
Title	No value																						
Author	To be determined by the instructor. See Sections 3 and 4 of the Special Projects Contract.																						
Publisher	No value																						
Date/Edition	No value																						
ISBN	No value																						

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<div><div>Reading List</div><div>None.</div></div> <div><div>May include, but are not limited to</div><div>No value</div></div>	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.	<ul style="list-style-type: none">Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.
	CSLOs	<div><div>CSLOs</div><div>Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>	<div><div>CSLOs</div><div>Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>1. Issues will be studied in terms of theoretical ideas/concepts from a disciplinary perspective and practical applications of these ideas/concepts.</p> <p>2. A wide variety of social, cultural, political, theoretical, and historical issues may be addressed.</p> <p>2. Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>3. Identify sequence and timeline for project goals/activities</p> <p>1. Critically examine project outcomes and interpret applied results as related to overall project activities.</p> <p>2. Clarify objectives of project</p>	<p>1. Analyze selected topic(s) in the Intercultural Studies discipline from a multi-disciplinary and multi-cultural perspective as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>1. Issues will be studied in terms of theoretical ideas/concepts from a disciplinary perspective and practical applications of these ideas/concepts.</p> <p>2. A wide variety of social, cultural, political, theoretical, and historical issues may be addressed.</p> <p>2. Conduct project activities and evaluate conclusions as determined in sections 3, 4, and 5 of the Special Projects Contract.</p> <p>3. Identify sequence and timeline for project goals/activities</p> <p>1. Critically examine project outcomes and interpret applied results as related to overall project activities.</p> <p>2. Clarify objectives of project</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab;</p> <p>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</p> <p>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):	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:	(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 ICS D078., ICS D078W, ICS D078X or ICS D078Y.)	(Not open to students with credit in ICS D078., ICS D078W, ICS D078X or ICS D078Y.)

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Methods of Evaluation A: Written midterm or final examination that will evaluate the student's grasp of the theories and core concepts related to intercultural studies discipline. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Methods of Evaluation B: Oral presentation, guided research paper, or collaborative service project that will require students to summarize, integrate, and critically analyze issues (historical, political, social) related to intercultural studies from an interdisciplinary/multicultural perspective. Specifics to be determined in consultation with instructor: see Sections 3 and 4 of the Special Project Contract
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignment B: Oral presentation, guided research paper, and/or collaborative service project (to be determined in consultation with the instructor, see Sections 3 and 4 of the Special Project Contract)

Changed	Questions	Current Version	Proposed Version
❗	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Outline A.1: Issues will be studied in terms of theoretical ideas/concepts from a disciplinary perspective and practical applications of these ideas/concepts.
❗	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Outline C.1: Critically examine project outcomes and interpret applied results as related to overall project activities.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

No Value

Objective 3: Explore functions.

No Value

No Value

Objective 4: Develop linear function models.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value



Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Consent of instructor and division dean and an approved Special Projects Contract is required.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
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Stage 2: Department Chair

No Value

No Value

Stage 3: Division Curriculum Representative

No Value

No Value

Stage 4: Division Dean

No Value

No Value

Stage 5: SLO Coordinator

No Value

No Value

Changed	Questions	Current Version	Proposed Version					
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
							List the requirement: "Consent of instructor and division dean and an approved Special Projects Contract is required."	
			2/19/25	Matrix H	Objective 2	Required	division dean and an approved Special Projects Contract is required."	Y
			2/19/25	Matrix A		Required	Complete Matrix A for your English advisory	Y
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
							-Please delete reference to outside organization (www.cast.org) on question #12 of the	
					Basic Information - Proposal Details – Attachments: Hybrid and Online Course Delivery Request	Required	form. Or explain how this outside organization provides support to students.	
			3/2/25	Gabriela Nocito on behalf of COOL Members				Y
	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)	ICS 078Z	ICS 078Z
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	No Value	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	ICS 78	ICS 78
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none">Requisite change appr. 1/17/23 (effect. F23).-ccCCN requisite changes appr. 9/23/24 (effect. F25). -sw	<ul style="list-style-type: none">Requisite change appr. 1/17/23 (effect. F23).-ccCCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.


Changed	Field	Current Version
	Curriculum ID	ICSD078Z
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000191814

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
Blue Form	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.
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.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 8: Dean of Online Learning
CO	Hybrid Approval Date (MM/DD/YYYY)

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Farideh Dada
	Course ID (CB01A and CB01B)	JOURD002.	JOURD002.
	Course Control Number	CCC000042592	CCC000042592

Changed	Field	Current Version	Proposed Version
	Course Title (CB02)	Media and Its Impact On Society	Media and Its Impact On Society
	Short Course Title	MEDIA AND IMPACT ON SOCIETY	MEDIA AND IMPACT ON SOCIETY
	TOP Code (CB03)	0610.00	0610.00 Mass Communications
	CIP Code	Mass Communication/Media Studies	09.0102 Mass Communication/Media Studies
	Department	JOUR - Journalism	JOUR - Journalism
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Possibly Occupational	Possibly Occupational
!	Course Description	<p>A survey of the mass media's cultural and industrial functions in society. Introduction to methods of studying how media systems developed historically and how they are evolving in the U.S. and globally, as well as how people use and make meaning with media as part of everyday life. Methods and theories to understand media's social, economic and political impact, considering media production, forms, reception, and influence. Ethical and legal implications of media including print, film, recorded music, TV, video gaming and online media. Interplay of media and gender, ethnic and minority communities.</p>	<p>A survey <u>This course provides an examination of the mass media's cultural media's influence on culture, industry, and industrial functions in society. Introduction to methods society globally. Students will explore the historical evolution of studying how media systems developed historically and how they are evolving in the U.S. and globally; systems, as well as how people use their ongoing impact on politics, the economy, and make meaning with media as part of everyday daily life. Methods and theories to understand media's social, economic and political impact, considering The course also emphasizes media production, forms, reception, literacy, equipping students with critical skills to analyze and influence. Ethical and legal implications navigate information in an era of media including print, film, recorded music, TV, video gaming and online digital media. Interplay It addresses current challenges, including the role of media AI in media, ethical dilemmas, and gender, ethnic the complexities of truth and minority communities: misinformation in the digital age.</u></p>

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
❗	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	<ul style="list-style-type: none"> Journalism
❗	Discipline 2	No value	<ul style="list-style-type: none"> Mass Communication
	Discipline 3	No value	No value
❗	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - JOURNALISM

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course instructs and engages students on the topics of mass media. Media literacy and critical thinking are emphasized. It transfers to CSU and UC as a General Education requirement and as a prerequisite for journalism and related degree programs. This course meets a general education requirement for De Anza and Cal-GETC. It is part of the CTE program and a requirement for the Journalism AA-T degree.</p>	<p>This course instructs and engages students on the topics of mass media. Media literacy and critical thinking are emphasized. It transfers to CSU and UC as a General Education requirement and as a prerequisite for journalism and related degree programs. This course meets a general education requirement for De Anza and Cal-GETC. It is part of the CTE program and a requirement for the Journalism AA-T degree.</p>

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course			
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course			
Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course			

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course			
Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options			
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.

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
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed Field

Current Version

Proposed Version

Course is
part of a
program

Associated Program CSU GE

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program CSU GE (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Cal-GETC (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Communication Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Communication Studies

Award Type Certificate of Achievement (COA)

Associated Program Communication Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Communication Studies (In Development)

Associated Program CSU GE

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program CSU GE (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Cal-GETC (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Communication Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Communication Studies

Award Type Certificate of Achievement (COA)

Associated Program Communication Studies (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Communication Studies (In Development)

Changed Field

Current Version

Proposed Version

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Communication Studies 2.0 for Transfer

Associated Program Communication Studies 2.0 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 Communication Studies 2.0 for Transfer (In Development)

Associated Program Communication Studies 2.0 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 French Language and Culture

Associated Program French Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program French Language and Culture (In Development)

Associated Program French Language and Culture (In Development)

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program German Language and Culture

Associated Program German Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program German Language and Culture (In Development)

Associated Program German Language and Culture (In Development)

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Changed Field

Current Version

Proposed Version

Associated Program Hindi Language and Culture (In Development)

Award Type Certificate of Achievement (COA)

Associated Program Hindi Language and Culture (In Development)

Award Type Certificate of Achievement (COA)

Associated Program IGETC

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program IGETC

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program IGETC (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program IGETC (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Italian Language and Culture

Award Type Certificate of Achievement (COA)

Associated Program Italian Language and Culture

Award Type Certificate of Achievement (COA)

Associated Program Italian Language and Culture (In Development)

Award Type Certificate of Achievement (COA)

Associated Program Italian Language and Culture (In Development)

Award Type Certificate of Achievement (COA)

Associated Program Japanese Language and Culture (In Development)

Award Type Certificate of Achievement (COA)

Associated Program Japanese Language and Culture (In Development)

Award Type Certificate of Achievement (COA)

Associated Program Journalism

Associated Program Journalism

Changed Field

Current Version

Proposed Version

Award Type Associate in Arts (A.A.) Degree

Award Type Associate in Arts (A.A.) Degree

Associated Program Journalism (In Development)

Associated Program Journalism (In Development)

Award Type Associate in Arts (A.A.) Degree

Award Type Associate in Arts (A.A.) Degree

Associated Program Journalism for Transfer

Associated Program Journalism for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Journalism for Transfer (In Development)

Associated Program Journalism 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 Korean Language and Culture

Associated Program Korean Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Korean Language and Culture (In Development)

Associated Program Korean Language and Culture (In Development)

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

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

Changed Field

Current Version

Proposed Version

Associated Program Liberal Arts (Arts and Letters Emphasis) (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Arts and Letters Emphasis) (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Mandarin Language and Culture (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Mandarin Language and Culture (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Mandarin Language and Culture (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Mandarin Language and Culture (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Mandarin Language and Culture (In Development)

Award Type Certificate of Achievement (COA)

Associated Program Mandarin Language and Culture (In Development)

Award Type Certificate of Achievement (COA)

Changed Field

Current Version

Proposed Version

Associated Program Professional Photography (Film and Digital)

Award Type Associate in Arts (A.A.) Degree

Associated Program Professional Photography (Film and Digital)

Award Type Associate in Arts (A.A.) Degree

Associated Program Professional Photography (Film and Digital) (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Professional Photography (Film and Digital) (In Development)

Award Type Associate in Arts (A.A.) Degree

Associated Program Public Relations

Award Type Certificate of Achievement (COA)

Associated Program Public Relations

Award Type Certificate of Achievement (COA)

Associated Program Public Relations

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Public Relations

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Public Relations (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Public Relations (In Development)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Russian Language and Culture

Award Type Certificate of Achievement (COA)

Associated Program Russian Language and Culture

Award Type Certificate of Achievement (COA)

Associated Program Russian Language and Culture (In Development)

Associated Program Russian Language and Culture (In Development)

Changed	Field	Current Version		Proposed Version	
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Spanish Language and Culture	Associated Program	Spanish Language and Culture
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Spanish Language and Culture (In Development)	Associated Program	Spanish Language and Culture (In Development)
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Vietnamese Language and Culture (In Development)	Associated Program	Vietnamese Language and Culture (In Development)
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	World Languages and Culture	Associated Program	World Languages and Culture
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	World Languages and Culture (In Development)	Associated Program	World Languages and Culture (In Development)
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options	

Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
GE Information	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">JOUR - Approved.</td></tr><tr><td>-</td><td>C-ID JOUR 100</td></tr></table>		System/Institution	C-ID	Area(s)	<ul style="list-style-type: none">JOUR - Approved.	-	C-ID JOUR 100	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">JOUR - Approved.</td></tr><tr><td>-</td><td>C-ID JOUR 100</td></tr></table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none">JOUR - Approved.	-	C-ID JOUR 100
	System/Institution	C-ID													
	Area(s)	<ul style="list-style-type: none">JOUR - Approved.													
	-	C-ID JOUR 100													
	System/Institution	C-ID													
	Area(s)	<ul style="list-style-type: none">JOUR - Approved.													
	-	C-ID JOUR 100													
	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">CA4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">CA4X - Approved.	-	No value
	System/Institution	Cal-GETC													
Area(s)	<ul style="list-style-type: none">CA4X - Approved.														
-	No value														
System/Institution	Cal-GETC														
Area(s)	<ul style="list-style-type: none">CA4X - Approved.														
-	No value														
<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">2G4X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none">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">2G4X - Approved.	-	No value	
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none">2G4X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none">2G4X - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4

Changed	Field	Current Version	Proposed Version
	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

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Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			
Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	<div> <div>Methods of Instruction</div> <div> <div>Methods of Instruction</div> <div> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects Other: Hands-on creation of media content, e.g. video, blogs </div> </div> </div>	<div> <div>Methods of Instruction</div> <div> <div>Methods of Instruction</div> <div> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of internet sites Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects Hands-on creation of media content, e.g. video, blogs </div> </div> </div>



Assignments

1. Reading

1. Assigned readings from an introductory mass communications textbook or a similarly organized package of print or electronic media of approximately 40-60 pages per week.
2. Supplemental readings on related current events from a variety of print or electronic media.

2. Verbal

1. Individual, small group and/or class activities, which guide students' problem solving abilities in the context of media issues and serve as a forum for examining and synthesizing information.
2. Presentations or projects that require students to explore, analyze, create and apply criteria to establish the purposes and use of mass media.

3. Written

1. Objective quizzes and/or exercises.
2. Discussion questions or journal entries that respond to readings reflect analysis and critical thinking.
3. Research paper or project demonstrating scholarly research, critical thinking, and comprehension of issues in mass communication from assigned readings. Students use a guided process which includes a) Locating and evaluating articles from peer-reviewed scholarly journals and other college-level sources 2) An explanation of a controversy based on a topic presented in the textbook or class b) Fair

1. Reading

1. Assigned readings from an introductory mass communications textbook or a similarly organized package of print or electronic media of approximately 40-60 pages per week.
2. Supplemental readings on related current events from a variety of print or electronic media.

2. Verbal

1. Individual, small group and/or class activities, which guide students' problem-solving abilities in the context of media issues and serve as a forum for examining and synthesizing information.
2. Presentations or projects that require students to explore, analyze, create and apply criteria to establish the purposes and use of mass media.

3. Written

1. Objective quizzes and/or exercises.
2. Discussion questions or journal entries that respond to readings reflect analysis and critical thinking.
3. Research paper or other projects demonstrating scholarly research, critical thinking, and comprehension of issues in mass communication from assigned readings.
4. Final exam including examining, interpreting, thinking critically and analyzing concepts and issues in mass communication.

Changed Field

Current Version

Proposed Version

representation of two or more points of view on the controversy, using sources c) Their own opinion, based on their research and 4) Citations and a bibliography in MLA or APA style.

4. Final exam including examining, interpreting, thinking critically and analyzing concepts and issues in mass communication.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Comprehension of and critical thinking about readings evaluated by quizzes, essay questions and/or journal entries.
2. Presentations, class and group discussions that show ability to synthesize, problem-solve and think critically about mass media topics.
3. Research paper and final exam with essay questions evaluated for critical thinking and adherence to academic standards

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Comprehension of and critical thinking about readings evaluated by quizzes, essay questions and/or journal entries.
2. Presentations, class and group discussions that show ability to synthesize, problem-solve and think critically about mass media topics.
3. Research paper or other projects.
4. Final exam with essay questions evaluated for critical thinking and adherence to academic standards



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	Baran, Stanley. Introduction to Mass Communication: Media Literacy and Culture, 10e. McGraw Hill, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lule, Jack. Understanding Media and Culture: An Introduction to Mass Communication. Open Textbook Library, Creative Commons, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Campbell, Richard; Martin, Christopher R. and Fobos, Bettina. Media Culture: An Introduction to Mass Communication. 11e. Bedford/St. Martin's. 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Introduction to Mass Communication: Media Literacy and Culture
Author	Baran, Stanley
Publisher	McGraw Hill
Date/Edition	2024
ISBN	No value

Title	Understanding Media and Culture: An Introduction to Mass Communication.
Author	Lule, Jack.
Publisher	Open Textbook Library
Date/Edition	Creative Commons, 2016.
ISBN	No value

Title	Media Culture: An Introduction to Mass Communication
Author	Campbell, Richard; Martin, Christopher R. and Fobos, Bettina.
Publisher	Bedford/St. Martin's
Date/Edition	11 edition, 2017
ISBN	No value

Changed Field

Current Version

Proposed Version

Title	No value
Author	Hanson, Ralph E. Mass Communication: Living in a Media World, 6e. Sage, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Mass Communication: Living in a Media World
Author	Hanson, Ralph E.
Publisher	Sage
Date/Edition	2020/eighth edition
ISBN	No value

Title	Media Literacy in Action: Questioning the Media
Author	Hobbs, Renee
Publisher	Rowman & Littlefield Publishers
Date/Edition	2024/ Second edition
ISBN	No value

Changed Field

Current Version

Proposed Version



**Suggested
Reading List**

No value

Reading List McManus, John H.
Detecting Bull: How to
Identify Biased, Fake and
Junk Journalism in the
Digital Age. CreateSpace.
2017.

**May
include,
but are
not
limited
to** No value

Reading List Poynter Institute.
<http://www.poynter.org>

**May
include,
but are
not
limited
to** No value

Reading List Freedom Forum.
<http://www.freedomforum.org>

**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"> • Evaluate the role, power and influence of mass media (print, electronic and digital) in society. • Examine historical, cultural and consumer-oriented aspects of media in the U.S. and the world, to better understand the impact of the media in contemporary society. • Explore interrelationships and synergy between media industries. • Analyze various media theories and models and apply them to mass communications issues. • Examine the First Amendment and other legal and ethical issues in the media from various perspectives. • Interpret and apply ethical philosophies in mass communications contexts. • Explore the role, contributions and perception of minorities, ethnic groups, age groups, gender and sexual orientation in the mass media and the effects of the media on those groups. 	<ul style="list-style-type: none"> • Evaluate the role, power and influence of mass media (print, electronic and digital) in society. • Examine historical, cultural and consumer-oriented aspects of media in the U.S. and the world, to better understand the impact of the media in contemporary society. • Explore interrelationships and synergy between media industries. • Analyze various media theories and models and apply them to mass communications issues. • Examine the First Amendment and other legal and ethical issues in the media from various perspectives. • Interpret and apply ethical philosophies in mass communications contexts. • Explore the role, contributions and perception of minorities, ethnic groups, age groups, gender and sexual orientation in the mass media and the effects of the media on those groups.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Evaluate the role, power and influence of mass media industries in the U.S. and globally.

Expected SLO Performance 0.0

CSLOs Evaluate the role, power and influence of mass media industries in the U.S. and globally.

Expected SLO Performance 0.0

CSLOs Analyze the development, history, operation, culture and economics of media industries.

Expected SLO Performance 0.0

CSLOs Analyze the development, operation, culture and economics of media industries.

Expected SLO Performance 0.0

CSLOs Analyze and critique the impact of mass media in society and articulate controversies surrounding each medium, including legal and ethical issues and the role of women and minorities.

Expected SLO Performance 0.0

CSLOs Analyze and critique the impact of mass media in society and articulate controversies surrounding media organizations and platforms, including legal and ethical issues and the role of women and minorities.

Expected SLO Performance 0.0

Course Outline



**Course
Content**

1. Evaluate the role, power and influence of mass media (print, electronic and digital) in society.
 1. Identify the major mass media
 2. Examine and critique the role of media in society and people's lives
 3. Study theories of how mass media influence society and culture
2. Examine historical, cultural and consumer-oriented aspects of media in the U.S. and the world, to better understand the impact of the media in contemporary society.
 1. History of each medium and its relationship to other media
 2. Contributions by and portrayals of women and minority groups and women in the media throughout history
 3. Relationship of media and governments in the U.S. and the world
 4. Media's relationship with its audience, including societal behaviors and customs, effects on children, violence and images
3. Explore interrelationships and synergy between media industries.
 1. Patterns of ownership; effects of consolidation
 2. The nature of emerging digital/online based conglomerates
 3. The news, entertainment and persuasion industries (advertising and public relations)
4. Analyze various media theories and models and apply them to mass communications issues.

1. Evaluate the role, power and influence of mass media (print, electronic and digital) in society.
 1. Identify the major mass media.
 2. Examine and critique the role of media in society and people's lives.
 3. Study theories of how mass media influence society and culture.
2. Examine historical, cultural and consumer-oriented aspects of media in the U.S. and the world to better understand the impact of the media in contemporary society.
 1. General history of mass media.
 2. Contributions by and portrayals of women and minority groups in the media throughout history.
 3. Relationship of media and governments in the U.S. and the world.
 4. Media's relationship with its audience, including societal behaviors and customs, effects on children, violence and images.
3. Explore interrelationships and synergy between media industries.
 1. Patterns of ownership; effects of consolidation.
 2. The nature of emerging digital/online based conglomerates.
 3. The news, entertainment and persuasion industries (advertising and public relations).
4. Analyze various media theories and models and apply them to mass communications issues.
 1. Scientific research such as content analysis, laboratory experiments, surveys.
 2. Historical perspectives such as war propaganda and

Changed Field**Current Version****Proposed Version**


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|---|---|
| <ol style="list-style-type: none">1. Scientific research such as content analysis, laboratory experiments, surveys2. Historical perspectives such as war propaganda and studies of the effects of TV and video games on children3. Causation and correlation using examples such as video gaming and violence.4. Cultural studies and anecdotal reports exploring cultural approaches such as gender studies and critical theory5. Media theories may include: selective exposure, perception and retention; opinion leaders and the two-step flow of communication; powerful, minimal and mixed effects models; flow or bullet; social learning; individual differences; cultivation; agenda setting; cumulative effects; catharsis.5. Examine the First Amendment and other legal and ethical issues in the media from various perspectives.<ol style="list-style-type: none">1. Historical trends in media law and freedom of expression2. Personal rights including libel and privacy laws3. Intellectual property rights and copyright6. Interpret and apply ethical philosophies in mass communications contexts.<ol style="list-style-type: none">1. Ethics from a historical perspective, such as early controversies surrounding printing of | <ol style="list-style-type: none">studies of the effects of TV and video games on children.3. Causation and correlation using examples such as video gaming and violence.4. Cultural studies and anecdotal reports exploring cultural approaches such as gender studies and critical theory.5. Examine the First Amendment and other legal and ethical issues in the media from various perspectives.<ol style="list-style-type: none">1. Historical trends in media law and freedom of expression.2. Personal rights including libel and privacy laws.3. Intellectual property rights and copyright.6. Interpret and apply ethical philosophies in mass communications contexts.<ol style="list-style-type: none">1. Ethics from a historical perspective, such as early controversies surrounding printing of the Bible, the partisan press, media hoaxes, yellow journalism, muckrakers, ethical codes, quiz show scandals, hate radio/websites, inaccuracies and subjectivity, accountability.2. Ethical orientations and conflicting loyalties influencing decisions, such as the effects of absolutist and situational ethics in areas such as personal conscience, duty to one's organization or one's profession and to society in general.3. Bias and conflicts of interest, such as liberal and conservative agendas; bias; fake news, stereotyping; checkbook journalism.7. Explore the role, contributions and perception of minorities, ethnic groups, age groups, gender and |
|---|---|

Changed Field**Current Version****Proposed Version**

- | Changed Field | Current Version | Proposed Version |
|---------------|---|--|
| | <p>the Bible, the partisan press, media hoaxes, yellow journalism, muckrakers, ethical codes, quiz show scandals, hate radio/Web sites, inaccuracies and subjectivity, accountability, fake news.</p> <p>2. Ethical orientations and conflicting loyalties influencing decisions, such as the effects of absolutist and situational ethics in areas such as personal conscience, duty to one's organization or one's profession and to society in general.</p> <p>3. Bias and conflicts of interest, such as liberal, conservative and creeping bias; stereotyping; checkbook journalism.</p> <p>7. Explore the role, contributions and perception of minorities, ethnic groups, age groups, gender and sexual orientation in the mass media and the effects of the media on those groups.</p> <p>1. Historical roles and treatment of groups such as their roles in films and on television, stereotyping and inaccurate or biased portrayals of these groups.</p> <p>2. Effects and impact of the media on groups, such as spiral of silence, health and image issues and academic performance.</p> <p>3. Contributions to mass media and its historical development by women; ethnic and racial minorities; disabled and LGBTQ people.</p> | <p>sexual orientation in the mass media and the effects of the media on those groups.</p> <p>1. Historical roles and treatment of groups such as their roles in films and on television, stereotyping and inaccurate or biased portrayals of these groups.</p> <p>2. Effects and impact of the media on groups, such as spiral of silence, health and image issues and academic performance.</p> <p>3. Contributions to mass media and its historical development by women; ethnic and racial minorities; disabled and LGBTQ people.</p> |

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	CMN 140 - Introduction to Mass Communication (UC Davis) History of mass media and media research traditions. Organization and economics of the media industry. Media policy, law, regulation and ethics. Impact of the media on individuals and society. Traditional, new and emerging communication technologies.
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Outline A, 3: Evaluate the role, power and influence of mass media (print, electronic and digital) in society. Study theories of how mass media influence society and culture. Assignment A, 1: Reading Assigned readings from an introductory mass communications textbook or a similarly organized package of print or electronic media of approximately 40-60 pages per week.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment C, 3: Written Research paper or other projects demonstrating scholarly research, critical thinking, and comprehension of issues in mass communication from assigned readings.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<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

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value
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H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
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	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
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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>!</p> <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>Course Outline A: Evaluate the role, power and influence of mass media (print, electronic and digital) in society.</p>
	<p>!</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>Through assignments below students demonstrate oral communication, written communication and collaborative exercises: B. Verbal 1. Individual, small group and/or class activities, which guide students' problem-solving abilities in the context of media issues and serve as a forum for examining and synthesizing information. 2. Presentations or projects that require students to explore, analyze, create and apply criteria to establish the purposes and use of mass media. C. Written 2. Discussion questions or journal entries that respond to readings reflect analysis and critical thinking. 3. Research paper or other projects demonstrating scholarly research, critical thinking, and comprehension of issues in mass communication from assigned readings. 4. Final exam including examining, interpreting, thinking critically and analyzing concepts and issues in mass communication.</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	Assignment: C. Written 2. Discussion questions or journal entries that respond to readings reflect analysis and critical thinking. 3. Research paper or other projects demonstrating scholarly research, critical thinking, and comprehension of issues in mass communication from assigned readings.
❗	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course outline: G: Explore the role, contributions and perception of minorities, ethnic groups, age groups, gender and sexual orientation in the mass media and the effects of the media on those groups. 1. Historical roles and treatment of groups such as their roles in films and on television, stereotyping and inaccurate or biased portrayals of these groups. 2. Effects and impact of the media on groups, such as spiral of silence, health and image issues and academic performance. 3. Contributions to mass media and its historical development by women; ethnic and racial minorities; disabled and LGBTQ people.
❗	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course outline: B. Examine historical, cultural and consumer-oriented aspects of media in the U.S. and the world to better understand the impact of the media in contemporary society. 1. General history of mass media. 3. Relationship of media and governments in the U.S. and the world.

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments: C. Written 4. Final exam including examining, interpreting, thinking critically and analyzing concepts and issues in mass communication. Course outline: F. Interpret and apply ethical philosophies in mass communications contexts. Methods of evaluation: B. Presentations, class and group discussions that show ability to synthesize, problem-solve and think critically about mass media topics.

Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed Questions Current Version Proposed Version



Stage 3:
Division
Curriculum
Representative

No
Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7	Basic Course Information	Course Justification	Required	Please name only one certificate or degree program the course is on.	Y
3/7	Specifications	Examples of Primary Texts	Required	Please move the information for the third entry to separate lines. Hanson, Ralph E. Mass Communication: Living in a Media World, 6e. Sage, 2016.	Y
3/7	Specifications	Suggested Reading List	Required	Please delete - this section is limited to only English Literature ELIT courses.	Y
3/7	De Anza GE Form		Required	Please fill out each Criteria with references to the course Outline, Assignments or Methods of Evaluation areas (cite, copy and paste the area referenced)	Y

Comments applied.
Thank you!
Farideh

Stage 4:
Division Dean

No
Value

No Value

Stage 5: SLO
Coordinator

No
Value

No Value

Changed	Questions	Current Version	Proposed Version				
	Stage 7: Content Review Matrix Liaison	No Value	No Value				
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed
			4/15/25	Basic Information - Gabriela Nocito on behalf of COOL Members	Proposal Details – Attachments: Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages.	Y
			The comment is applied. Thank you! Farideh				
	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)	JOUR 002	JOUR 002

Changed	Questions	Current Version	Proposed Version
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	01/15/2019	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	JOURD002.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000042592

Articulation		
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	