

De Anza College

# Change Report

03/16/2026

| Summary of Changes |               |
|--------------------|---------------|
| Section            | Changed field |

| General Information |                             |                                                                    |                                                                     |
|---------------------|-----------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------|
| Changed             | Field                       | Current Version                                                    | Proposed Version                                                    |
|                     | Faculty Initiator           | <ul style="list-style-type: none"><li>Mary Clark Tillman</li></ul> | <ul style="list-style-type: none"><li>Julie Keiffer-Lewis</li></ul> |
|                     | Course ID (CB01A and CB01B) | AFAMD010.                                                          | AFAMD010.                                                           |
|                     | Course Control Number       | CCC000042419                                                       | CCC000042419                                                        |
|                     | Course Title (CB02)         | An Introduction to African American Studies                        | An Introduction to African American Studies                         |
|                     | Short Course Title          | INTRO AFRIC/AMER STDS                                              | INTRO AFRIC/AMER STDS                                               |
|                     | TOP Code (CB03)             | 2203.00                                                            | 2203.00 Ethnic Studies                                              |
|                     | CIP Code                    | Ethnic Studies                                                     | 05.0200 Ethnic Studies                                              |
|                     | Department                  | AFAM - African American Studies                                    | AFAM - African American Studies                                     |
|                     | Effective Term              | Fall 2025                                                          | Fall <del>2025</del> <u>2027</u>                                    |
|                     | SAM Priority Code (CB09)    | E - Non-Occupational                                               | E - Non-Occupational                                                |

| Changed | Field                     | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Description</b> | This course is an introduction to the field of African American Studies through history, literature, philosophy, the arts, and culture. Additionally, it will examine the sociological, political, economic, and philosophical perspectives on the experience of people of African ancestry in the United States. The values, experience, and cultural contributions of Black/African American individuals in the United States will be identified, examined, and authenticated. | This course is an introduction to the field of African American Studies through history, literature, philosophy, the arts, and culture. Additionally, it will examine the sociological, political, economic, and philosophical perspectives on the experience of people of African ancestry in the United States. The values, experience, and cultural contributions of Black/African American individuals in the United States will be identified, examined, and authenticated. |
|         | <b>Course Type (CB27)</b> | <ul style="list-style-type: none"> <li>• Lower Division</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Lower Division</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               |
|         | <b>Mode of Delivery</b>   | <ul style="list-style-type: none"> <li>• Online</li> <li>• Hybrid</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Online</li> <li>• Hybrid</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     |

### Faculty Requirements

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

### Formerly Statement

| Changed | Field                     | Current Version      | Proposed Version     |
|---------|---------------------------|----------------------|----------------------|
|         | <b>Formerly Statement</b> | (Formerly ICS D010.) | (Formerly ICS D010.) |

### Course Justification

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                 | Proposed Version                                                                                                                                                                                                                                                                                |
|---------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | The course meets the Intercultural Studies A.A. degree, UC/CSU transfer requirements, and meets De Anza and Cal-GETC general education. It introduces the student to the discipline of African American Studies and emphasizes the theoretical framework and areas of study for the discipline. | The course meets the Intercultural Studies A.A. degree, UC/CSU transfer requirements, and meets De Anza and Cal-GETC general education. It introduces the student to the discipline of African American Studies and emphasizes the theoretical framework and areas of study for the discipline. |

### Stand-Alone Statement

| Changed | Field                        | Current Version | Proposed Version |
|---------|------------------------------|-----------------|------------------|
|         | <b>Stand-Alone Statement</b> | No value        |                  |

### Course Philosophy

| Changed | Field                    | Current Version | Proposed Version |
|---------|--------------------------|-----------------|------------------|
|         | <b>Course Philosophy</b> | No value        |                  |

### CTE Course

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

### Honors/Non-honors Course

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

#### Mirrored Credit/Noncredit Course

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

#### Cross-listed Course

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

#### Foothill Equivalency

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

#### DEI Review

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

| Changed | Field                                                        | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|--------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Please summarize the ways in which your course includes DEI. | No value        | <p>The Introduction to African American Studies course at De Anza College incorporates Diversity, Equity, and Inclusion (DEI) across its course description, assignments, primary texts, instructional methods, evaluation strategies, and outline because DEI principles are foundational to the field itself. African American Studies emerged from historical struggles against racial inequality and exclusion, and its central purpose is to examine the social, political, cultural, and economic experiences of African Americans within systems shaped by race, power, and inequality. Including DEI in the course description clearly communicates the course's focus on marginalized histories, structural inequities, and inclusive perspectives. Assignments are designed to promote critical thinking, self-reflection, and engagement with diverse viewpoints, allowing students to analyze inequity while connecting scholarship to lived experience. Primary texts center African American voices and interdisciplinary scholarship that challenge dominant narratives and elevate historically excluded perspectives. The methods of instruction emphasize inclusive pedagogy, such as discussion, collaborative learning, and culturally responsive teaching to support diverse learning styles and foster respectful dialogue. Methods of evaluation are structured to assess students' understanding equitably, valuing multiple forms of knowledge production and expression. Finally, the course outline systematically integrates DEI themes to ensure students gain a comprehensive understanding of African American history and culture within broader social contexts. Overall, the integration of DEI reflects both the academic integrity of African American Studies as a discipline and De Anza College's mission to promote equity, social justice, and inclusive excellence in higher education.</p> |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

### More Options

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

### UC Transferable and/or Lower-Division Major Requirement

| Changed                                                                             | Field                                                                     | Current Version | Proposed Version |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------|------------------|
|                                                                                     | <b>If yes, identify the lower-division UC course and campus.</b>          | No value        |                  |
|  | <b>Will the course fulfill a UC/CSU lower-division major requirement?</b> | 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 | System/Institution | Cal-GETC                                                                                  | System/Institution | C-ID                                                                                      |
|         |                | Area(s)            | <ul style="list-style-type: none"><li>CA4X - Approved.</li><li>CA6X - Approved.</li></ul> | Area(s)            | <ul style="list-style-type: none"><li>AFS - Pending.</li></ul>                            |
|         |                | -                  | No value                                                                                  | -                  | AFS 100                                                                                   |
|         |                | System/Institution | De Anza GE                                                                                | System/Institution | Cal-GETC                                                                                  |
|         |                | Area(s)            | <ul style="list-style-type: none"><li>2G4X - Approved.</li><li>2G6X - Approved.</li></ul> | Area(s)            | <ul style="list-style-type: none"><li>CA4X - Approved.</li><li>CA6X - Approved.</li></ul> |
|         |                | -                  | No value                                                                                  | -                  | No value                                                                                  |
|         |                | System/Institution | De Anza GE                                                                                | System/Institution | De Anza GE                                                                                |
|         |                | Area(s)            | <ul style="list-style-type: none"><li>2G4X - Approved.</li><li>2G6X - Approved.</li></ul> | Area(s)            | <ul style="list-style-type: none"><li>2G4X - Approved.</li><li>2G6X - Approved.</li></ul> |
|         |                | -                  | No value                                                                                  | -                  | No value                                                                                  |

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

| Credit / Non-Credit Options |  |  |  |
|-----------------------------|--|--|--|
|                             |  |  |  |

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

### Credit Units

| Changed | Field                                  | Current Version | Proposed Version |
|---------|----------------------------------------|-----------------|------------------|
|         | <b>Course Duration (Weeks)</b>         | 12              | 12               |
|         | <b>Total Lecture Hours per Term</b>    | 144             | 144              |
|         | <b>Total Laboratory Hours per Term</b> | -               | 0                |
|         | <b>Total Contact Hours per Term</b>    | -               | 0                |
|         | <b>Total Credit Units</b>              | 4               | 4                |
|         | <b>Minimum Credit Units</b>            | 4               | 4                |
|         | <b>Maximum Credit Units</b>            | 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>Lecture and visual aids (power point, videos, and Internet)</div><div>Discussion of assigned reading</div><div>Discussion and problem solving performed in class</div><div>Quiz and examination review performed in class</div><div>Homework and extended projects</div><div>Collaborative learning and small group exercises</div><div>Guest speakers</div><div>Field observation and field trips</div></div> | <div><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Lecture and visual aids (power point, videos, and Internet)</div><div>Discussion of assigned reading</div><div>Discussion and problem solving performed in class</div><div>Quiz and examination review performed in class</div><div>Homework and extended projects</div><div>Collaborative learning and small group exercises</div><div>Guest speakers</div><div>Field observation and field trips</div></div> |

| Changed | Field              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Assignments</b> | <ol style="list-style-type: none"> <li>1. Reading <ol style="list-style-type: none"> <li>1. Assigned readings that center the lives and experiences of Black and/or African Americans</li> <li>2. Supplemental readings are assigned to provide more in-depth knowledge on specific topics and issues</li> </ol> </li> <li>2. Writing <ol style="list-style-type: none"> <li>1. One four page paper analyzing one's personal experience as it relates to the Black and/or African American experience in the United States</li> <li>2. Critical thinking questions based on assigned readings</li> <li>3. Paper analyzing a current issue impacting Black and/or African American people in the United States</li> <li>4. Film review papers based on films associated with the course.</li> </ol> </li> <li>3. Group Project <ol style="list-style-type: none"> <li>1. Students will participate in a group project in conjunction with a specific topic pertaining to the course</li> <li>2. Each individual will write a paper analyzing the topic of their project</li> </ol> </li> <li>4. Interactive Class Discussions <ol style="list-style-type: none"> <li>1. Students will actively participate in weekly class discussions on various topics throughout the course</li> <li>2. Students will reflect on and discuss what they are learning in the course</li> </ol> </li> <li>5. Civic participation and learning <ol style="list-style-type: none"> <li>1. Students will participate in an event outside of the classroom setting that</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Weekly Class Discussion on key topics and themes of the course.</li> <li>2. Weekly Content Reflection on the provided weekly course content</li> <li>3. Writing Assignments <ol style="list-style-type: none"> <li>1. Research paper, which will critically assess the role and contribution of significant personalities or critically analyze various events or developments.</li> <li>2. A paper analyzing one's personal experience as it relates to the Black and/or African American experience in the United States</li> </ol> </li> <li>4. Reading <ol style="list-style-type: none"> <li>1. Assigned readings that center the lives and experiences of Black and/or African Americans</li> <li>2. Supplemental readings are assigned to provide more in-depth knowledge on specific topics and issues</li> </ol> </li> <li>5. Group Project <ol style="list-style-type: none"> <li>1. Students will participate in a group project in conjunction with a specific topic pertaining to the course</li> <li>2. Each individual will write a paper analyzing the topic of their project</li> </ol> </li> <li>6. Interactive Class Discussions <ol style="list-style-type: none"> <li>1. Students will actively participate in weekly class discussions on various topics throughout the course</li> <li>2. Students will reflect on and discuss what they are learning in the course</li> </ol> </li> <li>7. Civic participation and learning <ol style="list-style-type: none"> <li>1. Students will participate in an event outside of the classroom setting that connections to a theme of the course and engage with other participants at the event</li> <li>2. Students will analyze their civic engagement experience</li> </ol> </li> </ol> |

| Changed | Field | Current Version                                                                          | Proposed Version              |
|---------|-------|------------------------------------------------------------------------------------------|-------------------------------|
|         |       | connections to a theme of the course and engage with other participants at the event     | by writing a reflective paper |
|         |       | 2. Students will analyze their civic engagement experience by writing a reflective paper |                               |

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

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Writing assignments such as analytical essays and a research paper to evaluate student's ability to synthesize course material and to discuss, critically, issues related to the Black and/or African American community</li> <li>2. Group Project. Instructor evaluation and an analytical paper will be administered to evaluate the student's ability to work in collaboration with others</li> <li>3. Comprehensive midterm and final exams with content from the course to evaluate student's ability to provide a historical and aesthetic understanding of African American Studies</li> <li>4. Film reviews to assess the student's ability to critically analyze the way media and popular culture impact the</li> </ol> | <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Quizzes and exams will provide an assessment of students' grasp of course concepts through diverse formats such as multiple choice, short answer, and essay questions. Evaluation will be based on comprehension and analytical depth, with corrective feedback offered to address knowledge gaps and support content mastery</li> <li>2. Projects and presentations will be used as summative assessments to gauge students' abilities to apply course concepts in creative and practical ways. These assignments will involve independent research, creative expression, or problem-solving activities that are presented to the class. Evaluation criteria will include originality, content depth, organization, and presentation delivery. Students will receive detailed feedback to refine both their project development and presentation skills</li> </ol> |

| Changed | Field | Current Version                                        | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|-------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | expectations placed on Black and or African Americans. | <p>3. Class discussions will serve as a continuous formative assessment of students' engagement, collaboration, and critical thinking. Active participation will be evaluated based on consistency, insightfulness, and quality of contributions to the discussion. Corrective feedback will be provided to enhance students' discussion strategies and to encourage deeper analytical engagement with the material and with peers.</p> <p>4. Written assignments will assess students' written communication and critical thinking through essays and analytical papers. These assignments will challenge students to interpret readings, articulate arguments, and integrate course concepts. Grading will be based on content quality, organization, clarity, grammar, and use of evidence, with feedback aimed at promoting writing</p> |



| Changed | Field                                                           | Current Version                                                                                                                                                                          | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                                                 |                                                                                                                                                                                          | <p>excellence and the development of sophisticated analytical perspectives.</p> <p>5. Final Exam/Project/Paper providing a comprehensive summative assessment of students' cumulative learning. This component may take the form of a traditional exam, a research project, or a major paper, depending on the instructional approach. It will be evaluated on the basis of content accuracy, analytical depth, coherence, and adherence to assignment guidelines. Feedback will be provided to support students' reflective learning and preparation for future academic or professional endeavors.</p> |
|         | <b>Essential Student Materials/Essential College Facilities</b> | <b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None.</li></ul> | <b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |

| 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>Hayes III, Floyd W., "A Turbulent Voyage: Readings in African American Studies, 3rd Edition.", Rowan &amp; Littlefield, 2000.</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 | Hayes III, Floyd W., "A Turbulent Voyage: Readings in African American Studies, 3rd Edition.", Rowan & Littlefield, 2000. | Publisher | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>A Turbulent Voyage: Readings in African American Studies</td></tr><tr><td>Author</td><td>Hayes III, Floyd W.</td></tr><tr><td>Publisher</td><td>Rowan &amp; Littlefield</td></tr><tr><td>Date/Edition</td><td>2000/3rd</td></tr><tr><td>ISBN</td><td>978-0939693528</td></tr></table> | Title | A Turbulent Voyage: Readings in African American Studies | Author | Hayes III, Floyd W. | Publisher | Rowan & Littlefield          | Date/Edition | 2000/3rd         | ISBN | 978-0939693528    |
|                                          | Title                                                                                                       | No value                                                                                                                                                                                                                                                                                                                                                |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Author                                                                                                      | Hayes III, Floyd W., "A Turbulent Voyage: Readings in African American Studies, 3rd Edition.", Rowan & Littlefield, 2000.                                                                                                                                                                                                                               |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Publisher                                                                                                   | No value                                                                                                                                                                                                                                                                                                                                                |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Date/Edition                                                                                                | No value                                                                                                                                                                                                                                                                                                                                                |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | ISBN                                                                                                        | No value                                                                                                                                                                                                                                                                                                                                                |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Title                                                                                                       | A Turbulent Voyage: Readings in African American Studies                                                                                                                                                                                                                                                                                                |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Author                                                                                                      | Hayes III, Floyd W.                                                                                                                                                                                                                                                                                                                                     |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Publisher                                                                                                   | Rowan & Littlefield                                                                                                                                                                                                                                                                                                                                     |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Date/Edition                                                                                                | 2000/3rd                                                                                                                                                                                                                                                                                                                                                |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | ISBN                                                                                                        | 978-0939693528                                                                                                                                                                                                                                                                                                                                          |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          |                                                                                                             | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Karenga, Maulana, "Introduction to Black Studies, 4th Edition. University of Sankore Press, 2010.</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 | Karenga, Maulana, "Introduction to Black Studies, 4th Edition. University of Sankore Press, 2010.                         | Publisher | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Introduction to Black Studies</td></tr><tr><td>Author</td><td>Karenga, Maulana</td></tr><tr><td>Publisher</td><td>University of Sankore Press,</td></tr><tr><td>Date/Edition</td><td>2010/4th Edition</td></tr><tr><td>ISBN</td><td>978-0943412238</td></tr></table>                  | Title | Introduction to Black Studies                            | Author | Karenga, Maulana    | Publisher | University of Sankore Press, | Date/Edition | 2010/4th Edition | ISBN | 978-0943412238    |
|                                          | Title                                                                                                       | No value                                                                                                                                                                                                                                                                                                                                                |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Author                                                                                                      | Karenga, Maulana, "Introduction to Black Studies, 4th Edition. University of Sankore Press, 2010.                                                                                                                                                                                                                                                       |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Publisher                                                                                                   | No value                                                                                                                                                                                                                                                                                                                                                |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Date/Edition                                                                                                | No value                                                                                                                                                                                                                                                                                                                                                |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | ISBN                                                                                                        | No value                                                                                                                                                                                                                                                                                                                                                |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Title                                                                                                       | Introduction to Black Studies                                                                                                                                                                                                                                                                                                                           |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Author                                                                                                      | Karenga, Maulana                                                                                                                                                                                                                                                                                                                                        |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Publisher                                                                                                   | University of Sankore Press,                                                                                                                                                                                                                                                                                                                            |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
|                                          | Date/Edition                                                                                                | 2010/4th Edition                                                                                                                                                                                                                                                                                                                                        |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
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|                                          |                                                                                                             | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Anderson, Talmadge and James Stewart, "Introduction to African American Studies," Black Classic Press, 2007</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 | Anderson, Talmadge and James Stewart, "Introduction to African American Studies," Black Classic Press, 2007               | Publisher | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Introduction to African American Studies</td></tr><tr><td>Author</td><td>Balkaran, Stephen</td></tr><tr><td>Publisher</td><td>Congella</td></tr><tr><td>Date/Edition</td><td>2024/2nd</td></tr><tr><td>ISBN</td><td>979-8-8233-3416-7</td></tr></table>                               | Title | Introduction to African American Studies                 | Author | Balkaran, Stephen   | Publisher | Congella                     | Date/Edition | 2024/2nd         | ISBN | 979-8-8233-3416-7 |
|                                          | Title                                                                                                       | No value                                                                                                                                                                                                                                                                                                                                                |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
| Author                                   | Anderson, Talmadge and James Stewart, "Introduction to African American Studies," Black Classic Press, 2007 |                                                                                                                                                                                                                                                                                                                                                         |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
| Publisher                                | No value                                                                                                    |                                                                                                                                                                                                                                                                                                                                                         |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
| Date/Edition                             | No value                                                                                                    |                                                                                                                                                                                                                                                                                                                                                         |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
| ISBN                                     | No value                                                                                                    |                                                                                                                                                                                                                                                                                                                                                         |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
| Title                                    | Introduction to African American Studies                                                                    |                                                                                                                                                                                                                                                                                                                                                         |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
| Author                                   | Balkaran, Stephen                                                                                           |                                                                                                                                                                                                                                                                                                                                                         |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
| Publisher                                | Congella                                                                                                    |                                                                                                                                                                                                                                                                                                                                                         |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
| Date/Edition                             | 2024/2nd                                                                                                    |                                                                                                                                                                                                                                                                                                                                                         |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |
| ISBN                                     | 979-8-8233-3416-7                                                                                           |                                                                                                                                                                                                                                                                                                                                                         |                  |          |        |                                                                                                                           |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                    |       |                                                          |        |                     |           |                              |              |                  |      |                   |

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**Suggested Reading List**

No value

**Reading List** Leonard, David J. and C. Richard King, Ed., "Commodified and Criminalized: New Racism and African Americans in Contemporary Sports", Rowan & Littlefield, 2011.

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

**Reading List** Bonilla-Silva, Eduardo., "Racism without Racists Color-Blind Racism and the Persistence of Racial Inequality in America - Fourth Edition", Rowan & Littlefield, 2013

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

**Reading List** Giddings, Paula. "When And Where I Enter The Impact of Black Women on Race and Sex in America", Harper-Collins, 2007.

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

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

**Reading List** Collins, Patricia Hill, "Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment", Psychology Press, 2000.

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

**Reading List** Costa Vargas, Joao H, "Never Meant to Survive Genocide and Utopias in Black Diaspora Communities," Rowan & Littlefield, 2008.

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

**Reading List** Gates, Henry Louis, "Call and Response: Key Debates in African American Studies," Norton, W. W. & Company, Inc., 2010.

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

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

**Reading List** Eyerman, Ron, "Cultural Trauma: Slavery and the Formation of African American Identity," University Press, Cambridge, 2001.

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

**Reading List** Davidson, Jeanette, "African American Studies," Edinburgh University Press, 2010.

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

**Reading List** Ajani ya Azibo, Daudi, "African-Centered Psychology Culture-Focusing for Multicultural Competence," Carolina Academic Press, 2003.

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

**Reading List** Nelson, Timothy, "Every Time I Feel the Spirit: Religious Experience and Ritual in an African American Church," NYU Press, 2004.

| Changed | Field | Current Version                                                                                                                                                                                  | Proposed Version |
|---------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|         |       | <p><b>May include, but are not limited to</b></p> <p>No value</p>                                                                                                                                |                  |
|         |       | <p><b>Reading List</b></p> <p>Staples, Robert. "Black Women in America." Chicago: Nelson-Hall Publishers, 1986.</p>                                                                              |                  |
|         |       | <p><b>May include, but are not limited to</b></p> <p>No value</p>                                                                                                                                |                  |
|         |       | <p><b>Reading List</b></p> <p>BaNikongo, Nikongo, "Leading Issues in African American Studies," Carolina Academic Press, 1997.</p>                                                               |                  |
|         |       | <p><b>May include, but are not limited to</b></p> <p>No value</p>                                                                                                                                |                  |
|         |       | <p><b>Reading List</b></p> <p>Noliwe M. Rooks, "White Money/Black Power: The Surprising History of African American Studies and the Crisis of Race in Higher Education", Beacon Press, 2007.</p> |                  |
|         |       | <p><b>May include, but are not limited to</b></p> <p>No value</p>                                                                                                                                |                  |

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**Reading List** hooks, bell. "Feminist Theory: From Margin to Center," South End Press, 2000.

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

**Reading List** Johnson, E. Patrick and Mae G. Henderson, "Black Queer Studies: A Critical Anthology," Duke University Press, 2005

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

**Reading List** Somerville, Siobhan B., "Queering the Color Line: Race and the Invention of Homosexuality in American Culture," Duke University Press, 2000

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

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**Reading List** James, Stanlie M., Frances Smith Foster, and Beverly Guy-Sheftall, eds. "Still Brave: The Evolution of Black Women's Studies," The Feminist Press, 2009.

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

**Reading List** Pipes McAdoo, Harriette Ed., "Black Families, Fourth Edition," Sage Publications, 2007.

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

**Reading List** Battle, Juan and Sandra L. Barnes, Eds. "Black Sexualities: Probing Powers, Passions, Practices, and Policies," The University of Rutgers, 2010.

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

**Learning Outcomes**



| Changed | Field                    | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>• Examine the origins of African American Studies as an academic discipline</li> <li>• Recognize the conceptual framework of Afrocentrism as a critique of the historic Eurocentric pedagogical approach to learning within the United States educational system</li> <li>• Investigate the significance of African traditions, values, beliefs, and histories as it relates to members of the Diaspora living within the United States</li> <li>• Identify and analyze the historic, social, and cultural impact that race, gender, sexuality, and identity play within institutions within the United States and how that has affected people who identify as Black and/or African American</li> <li>• Evaluate contemporary academic, economic, and systematic challenges facing the discipline of African American Studies</li> <li>• Acknowledge and appreciate the social, cultural, and political significance of Black and/or African American people, living in the United States, have made on society</li> </ul> | <ul style="list-style-type: none"> <li>• Examine the origins of African American Studies as an academic discipline</li> <li>• Recognize the conceptual framework of Afrocentrism as a critique of the historic Eurocentric pedagogical approach to learning within the United States educational system</li> <li>• Investigate the significance of African traditions, values, beliefs, and histories as it relates to members of the Diaspora living within the United States</li> <li>• Identify and analyze the historic, social, and cultural impact that race, gender, sexuality, and identity play within institutions within the United States and how that has affected people who identify as Black and/or African American</li> <li>• Evaluate contemporary academic, economic, and systematic challenges facing the discipline of African American Studies</li> <li>• Acknowledge and appreciate the social, cultural, and political significance of Black and/or African American people, living in the United States, have made on society</li> </ul> |

| Changed | Field | Current Version                                                                                                                                                                                                                              | Proposed Version                                                                                                                                                                                                                             |
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|         | CSLOs | <b>CSLOs</b><br>Examine the intersections of social constructions like race, class, gender, and sexual orientation as it relates to the Black and/or African American experience.                                                            | <b>CSLOs</b><br>Examine the intersections of social constructions like race, class, gender, and sexual orientation as it relates to the Black and/or African American experience.                                                            |
|         |       | <b>Expected SLO Performance</b><br>0.0                                                                                                                                                                                                       | <b>Expected SLO Performance</b><br>0.0                                                                                                                                                                                                       |
|         |       | <b>CSLOs</b><br>Analyze the impact of institutionalized racism, classism, sexism, homophobia, and other forms of oppression and discrimination on the economic and social conditions of Black and/or African Americans in the United States. | <b>CSLOs</b><br>Analyze the impact of institutionalized racism, classism, sexism, homophobia, and other forms of oppression and discrimination on the economic and social conditions of Black and/or African Americans in the United States. |
|         |       | <b>Expected SLO Performance</b><br>0.0                                                                                                                                                                                                       | <b>Expected SLO Performance</b><br>0.0                                                                                                                                                                                                       |
|         |       | <b>CSLOs</b><br>Examine and evaluate the historical forces and issues that gave rise to African American Studies.                                                                                                                            | <b>CSLOs</b><br>Examine and evaluate the historical forces and issues that gave rise to African American Studies.                                                                                                                            |
|         |       | <b>Expected SLO Performance</b><br>0.0                                                                                                                                                                                                       | <b>Expected SLO Performance</b><br>0.0                                                                                                                                                                                                       |

| Changed | Field | Current Version                                                                                                                                                             | Proposed Version                                                                                                                                                            |
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|         |       | <div><div>CSLOs</div><div>Identify and analyze contemporary issues impacting people who identify as Black and/or African American within United States society.</div></div> | <div><div>CSLOs</div><div>Identify and analyze contemporary issues impacting people who identify as Black and/or African American within United States society.</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 |
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| Changed | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Content</b> | <ol style="list-style-type: none"> <li>1. Examine the origins of African American Studies as an academic discipline               <ol style="list-style-type: none"> <li>1. Understand and identify the social movements that directly impacted the creation of African American Studies as a academic discipline</li> <li>2. Examine the impact African American Studies has had on other disciplines</li> <li>3. Recognize the interdisciplinary components of African American Studies</li> <li>4. Explore the impact of Black Women's Studies on the development of African American Studies</li> </ol> </li> <li>2. Recognize the conceptual framework of Afrocentrism as a critique of the historic Eurocentric pedagogical approach to learning within the United States educational system               <ol style="list-style-type: none"> <li>1. Understand the theory of Afrocentricity</li> <li>2. Explore the main components of African American Studies</li> <li>3. Critique the Eurocentric pedagogical approach to learning practiced within the educational system of the United States</li> </ol> </li> <li>3. Investigate the significance of African traditions, values, beliefs, and histories as it relates to members of the Diaspora living within the United States               <ol style="list-style-type: none"> <li>1. Understand the social, political, and cultural practices of the early inhabitants of the continent of Africa</li> <li>2. Compare and contrast ancient African religious traditions with subsequent and contemporary Black</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Examine the origins of African American Studies as an academic discipline               <ol style="list-style-type: none"> <li>1. Understand and identify the social movements that directly impacted the creation of African American Studies as a academic discipline</li> <li>2. Examine the impact African American Studies has had on other disciplines</li> <li>3. Recognize the interdisciplinary components of African American Studies</li> <li>4. Explore the impact of Black Women's Studies on the development of African American Studies</li> </ol> </li> <li>2. Recognize the conceptual framework of Afrocentrism as a critique of the historic Eurocentric pedagogical approach to learning within the United States educational system               <ol style="list-style-type: none"> <li>1. Understand the theory of Afrocentricity</li> <li>2. Explore the main components of African American Studies</li> <li>3. Critique the Eurocentric pedagogical approach to learning practiced within the educational system of the United States</li> </ol> </li> <li>3. Investigate the significance of African traditions, values, beliefs, and histories as it relates to members of the Diaspora living within the United States               <ol style="list-style-type: none"> <li>1. Understand the social, political, and cultural practices of the early inhabitants of the continent of Africa</li> <li>2. Compare and contrast ancient African religious traditions with subsequent and contemporary Black</li> </ol> </li> </ol> |

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|         |       | Christian and Islamic traditions                                                                                                                                                                                                              | Christian and Islamic traditions                                                                                                                                                                                                              |
|         |       | 3. Review and understand the Maafa and its impact on the formation of people of African ancestry living in the United States                                                                                                                  | 3. Review and understand the Maafa and its impact on the formation of people of African ancestry living in the United States                                                                                                                  |
|         |       | 4. Identify and analyze the historic, social, and cultural impact that race, gender, sexuality, and identity play within institutions within the United States and how that has affected people who identify as Black and/or African American | 4. Identify and analyze the historic, social, and cultural impact that race, gender, sexuality, and identity play within institutions within the United States and how that has affected people who identify as Black and/or African American |
|         |       | 1. Analyze the connection between the formation of the United States of America and the institution of slavery                                                                                                                                | 1. Analyze the connection between the formation of the United States of America and the institution of slavery                                                                                                                                |
|         |       | 2. Examine the impact of capitalism on the institution of slavery                                                                                                                                                                             | 2. Examine the impact of capitalism on the institution of slavery                                                                                                                                                                             |
|         |       | 3. Understand and analyze the Theory of Intersectionality                                                                                                                                                                                     | 3. Understand and analyze the Theory of Intersectionality                                                                                                                                                                                     |
|         |       | 4. Explore the role of power and privilege and critique their impact on United States society                                                                                                                                                 | 4. Explore the role of power and privilege and critique their impact on United States society                                                                                                                                                 |
|         |       | 5. Analyze the different systematic forces that have oppressed Black and/or African Americans throughout their history in the United States                                                                                                   | 5. Analyze the different systematic forces that have oppressed Black and/or African Americans throughout their history in the United States                                                                                                   |
|         |       | 6. Explore and examine the different ways that Black and/or African Americans have internalized their oppression                                                                                                                              | 6. Explore and examine the different ways that Black and/or African Americans have internalized their oppression                                                                                                                              |
|         |       | 5. Evaluate contemporary academic, economic, and systematic challenges facing the discipline of African American Studies                                                                                                                      | 5. Evaluate contemporary academic, economic, and systematic challenges facing the discipline of African American Studies                                                                                                                      |
|         |       | 1. Identify the ways in which African American Studies' interdisciplinary approach has affected the                                                                                                                                           | 1. Identify the ways in which African American Studies' interdisciplinary approach has affected the                                                                                                                                           |

| Changed | Field                               | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|         |                                     | <p>development of topics and trends in the field</p> <p>2. Examine the impact of the racial achievement gap as it relates to Black and/or African American students</p> <p>3. Review the current political and economic trends in higher education and understand how those trends impact the discipline of African American Studies</p> <p>6. Acknowledge and appreciate the social, cultural, and political significance of Black and/or African American people, living in the United States, have made on society</p> <p>1. Analyze the history of Black and/or African American artistic, musical and literary expression</p> <p>2. Understand the connection Black and/or African American identified people have as oppressed people living in the United States</p> <p>3. Examine the ways that Black and/or African Americans have organized for social justice and fought for basic human rights for all people</p> <p>4. Explore the impact Black and/or African Americans have had on the political structure of the United States</p> <p>5. Understand the diversity of the Black family and analyze the impact institutional racism has had on the development of the Black family</p> | <p>development of topics and trends in the field</p> <p>2. Examine the impact of the racial achievement gap as it relates to Black and/or African American students</p> <p>3. Review the current political and economic trends in higher education and understand how those trends impact the discipline of African American Studies</p> <p>6. Acknowledge and appreciate the social, cultural, and political significance of Black and/or African American people, living in the United States, have made on society</p> <p>1. Analyze the history of Black and/or African American artistic, musical and literary expression</p> <p>2. Understand the connection Black and/or African American identified people have as oppressed people living in the United States</p> <p>3. Examine the ways that Black and/or African Americans have organized for social justice and fought for basic human rights for all people</p> <p>4. Explore the impact Black and/or African Americans have had on the political structure of the United States</p> <p>5. Understand the diversity of the Black family and analyze the impact institutional racism has had on the development of the Black family</p> |
|         | <b>Lab Component in this Course</b> | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|         | <b>Lab Outline</b>                  | No value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | No value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Blue Form

| Changed | Questions                                                                                                                                                                                                                                                                       | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | For changes to the units and hours tab;<br>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 |
|---------|----------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b> | No Value        | No Value         |
|         | <b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>            | No Value        | No Value         |

## Req/Adv

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



**A-Matrix Form**

| Changed | Questions                                                                                                                                                                                    | Current Version | Proposed Version                                                                                                                                                                                                                                                                                        |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> | No Value        | No Value                                                                                                                                                                                                                                                                                                |
| !       | <b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>                                                                                  | No Value        | Assignments A. Weekly Class Discussion on key topics and themes of the course; B. Weekly Content Reflection on the provided weekly course content                                                                                                                                                       |
| !       | <b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>                                                                                                        | No Value        | Assignments C. Research paper, which will critically assess the role and contribution of significant personalities or critically analyze various events or developments. A paper analyzing one's personal experience as it relates to the Black and/or African American experience in the United States |
| !       | <b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>                                                                                   | No Value        | Assignments C. Research paper, which will critically assess the role and contribution of significant personalities or critically analyze various events or developments.                                                                                                                                |

| Changed | Questions                                                                                                 | Current Version | Proposed Version                                                                                                                                                                                                                                                                                        |
|---------|-----------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ❗       | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.          | No Value        | Assignments C. Research paper, which will critically assess the role and contribution of significant personalities or critically analyze various events or developments. A paper analyzing one's personal experience as it relates to the Black and/or African American experience in the United States |
| ❗       | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives. | No Value        | Outline D. Identify and analyze the historic, social, and cultural impact that race, gender, sexuality, and identity play within institutions within the United States and how that has affected people who identify as Black and/or African American                                                   |

### 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         |
|         | <b>Objective 1:</b> 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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2: Develop analytical ideas and topics for essays.</b>                                                                  | No Value        | No Value         |
|         | <b>Objective 3: Compose and support thesis statements for analytical essays.</b>                                                     | No Value        | No Value         |
|         | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | No Value         |
|         | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | No Value         |
|         | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | No Value         |
|         | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | No Value         |
|         | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | 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:<br>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:<br>Investigate the use of mathematics in real world.                                                                                                                                                                                     | No Value        | No Value         |
|         | Objective 3:<br>Explore functions.                                                                                                                                                                                                                    | No Value        | No Value         |
|         | Objective 4:<br>Develop linear function models.                                                                                                                                                                                                       | No Value        | No Value         |

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

**E-Matrix Form**

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



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

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

**Objective 9:**  
Explore  
arithmetic  
sequences and  
series.

No Value

No Value

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

No Value

No Value

### F-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

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

No Value

No Value

| Changed | Questions                                                                                                            | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.             | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals.   | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                       | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                      | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                   | No Value        | No Value         |
|         | <b>Objective 6:</b><br>Use estimation to determine approximate solutions and to check the reasonableness of answers. | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                    | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:<br/>Explore rates and ratios and use proportions to solve problems.</b>                                                                                      | No Value        | No Value         |
|         | <b>Objective 8:<br/>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b> | No Value        | No Value         |
|         | <b>Objective 9:<br/>Explore the use of variables in expressions and evaluate algebraic expressions.</b>                                                                      | No Value        | No Value         |
|         | <b>Objective 10:<br/>Solve linear equations in one variable numerically and algebraically.</b>                                                                               | No Value        | No Value         |
|         | <b>Objective 11:<br/>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>                                                                     | No Value        | No Value         |

| Changed | Questions                                                                                                                                     | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 12:</b><br>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><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>                                                    | No Value        | No Value         |
|         | <p><b>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.</b></p> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

| Changed                                                                           | Questions                                                                                                                                                                                                                                                                                                                                  | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                                   | No Value        | Outline A: Examine the origins of African American Studies as an academic discipline.                                                                                                                                                                                                                              |
|  | <b>Criteria 2:</b><br><b>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.)</b> | No Value        | Oral Communication: Assignments A. Weekly Class Discussion on key topics and themes of the course.; Written communication: Assignments B. Weekly Content Reflection on the provided weekly course content; Collaborative Exercises: Assignments A. Weekly Class Discussion on key topics and themes of the course. |



| Changed                                                                             | Questions                                                                                                                                                                                                                                                                     | Current Version | Proposed Version                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                     | No Value        | Outline D: Identify and analyze the historic, social, and cultural impact that race, gender, sexuality, and identity play within institutions within the United States and how that has affected people who identify as Black and/or African American |
|    | <b>Criteria 4:</b><br><b>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.)</b> | No Value        | Outline D: Identify and analyze the historic, social, and cultural impact that race, gender, sexuality, and identity play within institutions within the United States and how that has affected people who identify as Black and/or African American |
|  | <b>Criteria 5:</b><br><b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                           | No Value        | Outline B: Recognize the conceptual framework of Afrocentrism as a critique of the historic Eurocentric pedagogical approach to learning within the United States educational system                                                                  |

| Changed                                                                           | Questions                                                                                                                                                                                                                                | Current Version | Proposed Version                                                                                                                                               |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>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.)</b> | No Value        | Assignments A. Weekly Class Discussion on key topics and themes of the course.; Assignments B. Weekly Content Reflection on the provided weekly course content |

### Comments

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

| Changed | Questions                                  | Current Version | Proposed Version |
|---------|--------------------------------------------|-----------------|------------------|
|         | <b>Stage 9: Articulation Officer</b>       | No Value        | No Value         |
|         | <b>Stage 10: De Anza General Education</b> | No Value        | No Value         |
|         | <b>Stage 13: Curriculum Committee</b>      | No Value        | No Value         |

## CO

| Changed | Questions                                      | Current Version | Proposed Version |
|---------|------------------------------------------------|-----------------|------------------|
|         | <b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>        | AFAM 010        | AFAM 010         |
|         | <b>Course Status</b>                           | Non-substantial | Non-substantial  |
|         | <b>Course Characteristics</b>                  | NA              | NA               |
|         | <b>Cross-Listed/Related Course Information</b> | NA              | NA               |
|         | <b>Cross-Listed/Related Course ID's</b>        | No Value        | No Value         |
| ❗       | <b>DL Approval Date (MM/DD/YYYY)</b>           | 05/07/2019      | No Value         |
| ❗       | <b>Hybrid Approval Date (MM/DD/YYYY)</b>       | 05/07/2019      | No Value         |

| Changed | Questions                      | Current Version                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                                                                       |
|---------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Curriculum Office Notes</b> | <ul style="list-style-type: none"> <li>Course number change only appr. 1/12/21 (effect. F21).-mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>IGETC Area 7 approved 5/9/23 (effect. F23).-mkct</li> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course number change only appr. 1/12/21 (effect. F21).-mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>IGETC Area 7 approved 5/9/23 (effect. F23).-mkct</li> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct</li> </ul> |

## Comments

| Changed | Questions                                | Current Version | Proposed Version |
|---------|------------------------------------------|-----------------|------------------|
|         | <b>Stage 2:<br/>Department<br/>Chair</b> | No Value        | No Value         |

| Changed                                                                           | Questions    | Current Version | Proposed Version |                          |                    |              |                                                                                                                                                                                                                   |  | Initiator - Indicate "Y" When Completed or Initiator's Response |
|-----------------------------------------------------------------------------------|--------------|-----------------|------------------|--------------------------|--------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------|
|  | Stage 3: DEI | No Value        |                  |                          |                    |              |                                                                                                                                                                                                                   |  |                                                                 |
|                                                                                   |              |                 | Date             | Tab                      | Part - Field       | Type of Edit | Edit                                                                                                                                                                                                              |  |                                                                 |
|                                                                                   |              |                 | 02/11/2026       | Basic Course Information | Course Description | Suggested    | Consider minor revisions to course description to emphasize student-centered language, and small additions to describe the knowledge, skills, and abilities students will gain upon the completion of the course. |  | Y                                                               |

| Changed    | Questions      | Current Version                          | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------|----------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                |                                          | Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the instructor response box. Please also let me know if your textbook is low cost (i.e., under \$50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. |
| 02/11/2026 | Specifications | Examples of Primary Texts and References | Required Y                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Changed | Questions                              | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------|----------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                        |                 | <div><div>02/11/2026</div><div>Specifications</div><div>Examples of Primary Texts and References</div><div>Suggested</div><div>Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.). If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this detailed list of evaluation methods! For any of these methods, can/do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If so, consider noting this for the relevant assignment. If not appropriate, please disregard.</div><div>Y</div></div> |
|         |                                        |                 | <div><div>02/11/2026</div><div>Specifications</div><div>Methods of Evaluation</div><div>Suggested</div><div></div><div>Y</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|         | Stage 4: Articulation Officer          | No Value        | No Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|         | Stage 5: De Anza General Education     | No Value        | No Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|         | Stage 6: Content Review Matrix Liaison | No Value        | No Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

|  |                                                     |          |          |
|--|-----------------------------------------------------|----------|----------|
|  | <b>Stage 7:<br/>Dean of<br/>Online<br/>Learning</b> | No Value | No Value |
|--|-----------------------------------------------------|----------|----------|

|  |                                     |          |          |
|--|-------------------------------------|----------|----------|
|  | <b>Stage 8: SLO<br/>Coordinator</b> | No Value | No Value |
|--|-------------------------------------|----------|----------|

|  |                                               |          |          |
|--|-----------------------------------------------|----------|----------|
|  | <b>Stage 10:<br/>Curriculum<br/>Committee</b> | 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 |
|---------|-------|-----------------|
|---------|-------|-----------------|

|  |                      |           |
|--|----------------------|-----------|
|  | <b>Curriculum ID</b> | AFAMD010. |
|--|----------------------|-----------|

|  |                                            |     |
|--|--------------------------------------------|-----|
|  | <b>Distance<br/>Education<br/>Approved</b> | Yes |
|--|--------------------------------------------|-----|

|  |                                                |  |
|--|------------------------------------------------|--|
|  | <b>Board of<br/>Trustees<br/>Approval Date</b> |  |
|--|------------------------------------------------|--|

|  |                                                   |                          |
|--|---------------------------------------------------|--------------------------|
|  | <b>Curriculum<br/>Committee<br/>Approval Date</b> | Jan 12, 2021 12:00:00 AM |
|--|---------------------------------------------------|--------------------------|

|  |                                |                         |
|--|--------------------------------|-------------------------|
|  | <b>Time to Next<br/>Review</b> | Sep 1, 2025 12:00:00 AM |
|--|--------------------------------|-------------------------|

|  |                                              |                         |
|--|----------------------------------------------|-------------------------|
|  | <b>External<br/>Review<br/>Approval Date</b> | Sep 1, 2020 12:00:00 AM |
|--|----------------------------------------------|-------------------------|

|  |                                  |              |
|--|----------------------------------|--------------|
|  | <b>Course Control<br/>Number</b> | CCC000042419 |
|--|----------------------------------|--------------|

### Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|



| Changed | Field                                    | Current Version |
|---------|------------------------------------------|-----------------|
|         | Course<br>Crosswalk<br>CRS-DEPT-<br>NAME |                 |
|         | Course<br>Crosswalk<br>CRS-NUMBER        |                 |

De Anza College

# Change Report

03/26/2026

## Summary of Changes

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

| Section                                                 | Changed field                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| De Anza GE Form                                         | Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.) |
| De Anza GE Form                                         | Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                                                                                                  |
| De Anza GE Form                                         | Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                              |
| De Anza GE Form                                         | Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                                                                                        |
| De Anza GE Form                                         | Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                         |
| Comments                                                | Stage 3: DEI                                                                                                                                                                                                                                                                                                              |
| Comments                                                | Stage 5: De Anza General Education                                                                                                                                                                                                                                                                                        |
| Comments                                                | Stage 6: Content Review Matrix Liaison                                                                                                                                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                                                                                                                                                                      |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                                                                                                                                                              |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                                                                                                                                                                       |
| UC Transferable and/or Lower-Division Major Requirement | Will the course fulfill a UC/CSU lower-division major requirement?                                                                                                                                                                                                                                                        |
| UC Transferable and/or Lower-Division Major Requirement | Will the course be UC transferable?                                                                                                                                                                                                                                                                                       |

## General Information

| Changed | Field                              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Faculty Initiator</b>           | <ul style="list-style-type: none"> <li>Mary Clark Tillman</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Ameeta Tiwana</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |
|         | <b>Course ID (CB01A and CB01B)</b> | ANTHD007.                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ANTHD007.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|         | <b>Course Control Number</b>       | CCC000535070                                                                                                                                                                                                                                                                                                                                                                                                                                                           | CCC000535070                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|         | <b>Course Title (CB02)</b>         | Introduction to Forensic Anthropology                                                                                                                                                                                                                                                                                                                                                                                                                                  | Introduction to Forensic Anthropology                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|         | <b>Short Course Title</b>          | INTRO TO FORENSIC ANTHRO                                                                                                                                                                                                                                                                                                                                                                                                                                               | INTRO TO FORENSIC ANTHRO                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         | <b>TOP Code (CB03)</b>             | 2202.00                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2202.00 Anthropology                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|         | <b>CIP Code</b>                    | Anthropology.                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45.0201 Anthropology.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|         | <b>Department</b>                  | ANTH - Anthropology                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ANTH - Anthropology                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| !       | <b>Effective Term</b>              | Fall 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Fall <del>2025</del> <u>2027</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         | <b>SAM Priority Code (CB09)</b>    | E - Non-Occupational                                                                                                                                                                                                                                                                                                                                                                                                                                                   | E - Non-Occupational                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| !       | <b>Course Description</b>          | An introduction to forensic anthropology which is an applied field of physical anthropology. A comparative and holistic approach is used to interpret human skeletal remains and determine the age, sex, race, time of death, trauma, pathology, for the purpose of identification. Focus on varying areas in which forensic anthropology is used, such as in crime scene investigation, missing person identification, human rights, and humanitarian investigations. | Forensic Anthropology is an applied field of physical anthropology. A comparative and holistic approach is used to interpret human skeletal remains and determine the age, sex, race, time of death, trauma, and pathology, for the purpose of identification. In this course, students will focus on varying areas in which forensic anthropology is used, such as in crime scene investigation, missing person identification, human rights, and humanitarian investigations. |
|         | <b>Course Type (CB27)</b>          | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |
|         | <b>Mode of Delivery</b>            | <ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        |

### Faculty Requirements

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

### 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. The majority of the jobs today in anthropology are in the applied field and forensic anthropology is a popular application of Physical Anthropology in which there are significant employment opportunities and student interest. | This course is a major preparation requirement in the discipline of anthropology for at least one CSU or <del>UC</del> <u>UC</u> , and is transferable to both. It meets a general education requirement for De Anza and Cal-GETC. The majority of the jobs today in anthropology are in the applied field and forensic anthropology is a popular application of Physical Anthropology in which there are significant employment opportunities and student <del>interest.</del> <u>interest. This course if also of interest and being used by</u> <u>Administration of Justice students.</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               |

| DEI Review |  |  |  |
|------------|--|--|--|
|            |  |  |  |

| Changed | Field                                                        | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------|--------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Please summarize the ways in which your course includes DEI. | No value        | <p><u>In Forensic anthropology students examine diverse perspectives from around the world and analyze how cultural context influences crime scene investigation, missing person identification, human rights, and humanitarian investigations. Students analyze multiple anthropological perspectives—including those of women, minorities, subaltern groups, and non-Western scholars. The course incorporates a diverse curriculum and teaching pedagogy to examine how forensic work has historically marginalized BIPOC (Black, Indigenous, and People of Color) individuals. They investigate global, cross-cultural and local data related to skeletal remains and apply to forensic investigation and identification. Forensic anthropology like any other anthropology course is rooted in diversity, inclusion and equity. Students will leave with a better understanding of how a bio-cultural context and environment influences forensics and will investigate them in the context of global, national and local issues. They will analyze multiple anthropological perspectives—including those of women, minorities, subaltern groups, and non-Western scholars—to evaluate crime scene investigations, missing person identification and human rights issues. The course uses varied methods of instruction to address diverse learning styles of students. The assignments also give an opportunity to students to showcase their learning and mastery of the subject matter. For example, they could develop an exhibit for display in the anthropology space which could also serve as an outreach and in-reach. Students get to choose the community and topic in forensic anthropology they want to investigate / research , with an opportunity to revise, and where appropriate examples of fieldwork / term papers will be provided. Primary Texts and References meet</u></p> |



| Changed                                                                           | Field                                                      | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------|------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   |                                                            |                 | <u>universal design course standards and the text book if used is low cost. Forensic anthropology like any other anthropology course is rooted in diversity, inclusion and equity.</u>                                                                                                                                                                  |
|  | <b>Please check all areas in the COR that address DEI.</b> | No value        | <ul style="list-style-type: none"> <li>• Basic Course Information - Course Description</li> <li>• Specifications - Assignments</li> <li>• Specifications - Methods of Instruction</li> <li>• Specifications - Methods of Evaluation</li> <li>• Outline - Course Outline</li> <li>• Specifications - Examples of Primary Texts and References</li> </ul> |

### More Options

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

|                           |                                                 |
|---------------------------|-------------------------------------------------|
| <b>Associated Program</b> | Anthropology for Transfer                       |
| <b>Award Type</b>         | Associate in Arts for Transfer (A.A.-T.) Degree |

|                           |                                                 |
|---------------------------|-------------------------------------------------|
| <b>Associated Program</b> | Anthropology for Transfer                       |
| <b>Award Type</b>         | Associate in Arts for Transfer (A.A.-T.) Degree |

|                           |                                                 |
|---------------------------|-------------------------------------------------|
| <b>Associated Program</b> | Anthropology for Transfer (In Development)      |
| <b>Award Type</b>         | Associate in Arts for Transfer (A.A.-T.) Degree |

|                           |                                                 |
|---------------------------|-------------------------------------------------|
| <b>Associated Program</b> | Anthropology for Transfer (In Development)      |
| <b>Award Type</b>         | Associate in Arts for Transfer (A.A.-T.) Degree |

|                           |                                             |
|---------------------------|---------------------------------------------|
| <b>Associated Program</b> | Cal-GETC                                    |
| <b>Award Type</b>         | Certificate of Achievement-Advanced (COA-A) |

|                           |                                             |
|---------------------------|---------------------------------------------|
| <b>Associated Program</b> | Cal-GETC                                    |
| <b>Award Type</b>         | Certificate of Achievement-Advanced (COA-A) |

|                           |                                             |
|---------------------------|---------------------------------------------|
| <b>Associated Program</b> | Cal-GETC (In Development)                   |
| <b>Award Type</b>         | Certificate of Achievement-Advanced (COA-A) |

|                           |                                             |
|---------------------------|---------------------------------------------|
| <b>Associated Program</b> | Cal-GETC (In Development)                   |
| <b>Award Type</b>         | Certificate of Achievement-Advanced (COA-A) |

|                           |                                             |
|---------------------------|---------------------------------------------|
| <b>Associated Program</b> | Forensic Criminal Investigation Technician  |
| <b>Award Type</b>         | Certificate of Achievement-Advanced (COA-A) |

|                           |                                             |
|---------------------------|---------------------------------------------|
| <b>Associated Program</b> | Forensic Criminal Investigation Technician  |
| <b>Award Type</b>         | Certificate of Achievement-Advanced (COA-A) |

### Transferability & Gen. Ed. Options

| Changed            | Field                                                                                                                                                                                                        | Current Version                                                                                                                                                                                            | Proposed Version                |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------|------------------------------------------------------------------|------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------|------------------------------------------------------------------|------------------------------------------------------------------|----------|----------|
|                    | Transfer Status (CB05)                                                                                                                                                                                       | Transferable to both UC and CSU                                                                                                                                                                            | Transferable to both UC and CSU |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
|                    | Course General Education Status (CB25)                                                                                                                                                                       | Y                                                                                                                                                                                                          | Y                               |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
|                    | Transfer Status                                                                                                                                                                                              | Approved                                                                                                                                                                                                   | Approved                        |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
|                    | GE Information                                                                                                                                                                                               | <table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td><ul style="list-style-type: none"><li>CA5B - Approved.</li></ul></td></tr><tr><td>-</td><td>No value</td></tr></table> | System/Institution              | Cal-GETC | Area(s)                                                          | <ul style="list-style-type: none"><li>CA5B - Approved.</li></ul> | -        | 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"><li>CA5B - Approved.</li></ul></td></tr><tr><td>-</td><td>No value</td></tr></table> | System/Institution | Cal-GETC | Area(s)                                                          | <ul style="list-style-type: none"><li>CA5B - Approved.</li></ul> | -        | No value |
| System/Institution |                                                                                                                                                                                                              | Cal-GETC                                                                                                                                                                                                   |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
| Area(s)            |                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>CA5B - Approved.</li></ul>                                                                                                                                           |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
| -                  |                                                                                                                                                                                                              | No value                                                                                                                                                                                                   |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
| System/Institution |                                                                                                                                                                                                              | Cal-GETC                                                                                                                                                                                                   |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
| Area(s)            |                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>CA5B - Approved.</li></ul>                                                                                                                                           |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
| -                  | 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"><li>2G5X - Approved.</li></ul></td></tr><tr><td>-</td><td>No value</td></tr></table> | System/Institution                                                                                                                                                                                         | De Anza GE                      | Area(s)  | <ul style="list-style-type: none"><li>2G5X - Approved.</li></ul> | -                                                                | 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"><li>2G5X - Approved.</li></ul></td></tr><tr><td>-</td><td>No value</td></tr></table> | System/Institution                                                                                                                                                                                         | De Anza GE         | Area(s)  | <ul style="list-style-type: none"><li>2G5X - Approved.</li></ul> | -                                                                | No value |          |
| System/Institution | De Anza GE                                                                                                                                                                                                   |                                                                                                                                                                                                            |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
| Area(s)            | <ul style="list-style-type: none"><li>2G5X - Approved.</li></ul>                                                                                                                                             |                                                                                                                                                                                                            |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
| -                  | No value                                                                                                                                                                                                     |                                                                                                                                                                                                            |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
| System/Institution | De Anza GE                                                                                                                                                                                                   |                                                                                                                                                                                                            |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
| Area(s)            | <ul style="list-style-type: none"><li>2G5X - Approved.</li></ul>                                                                                                                                             |                                                                                                                                                                                                            |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
| -                  | No value                                                                                                                                                                                                     |                                                                                                                                                                                                            |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
|                    |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |
|                    |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                                 |          |                                                                  |                                                                  |          |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                    |          |                                                                  |                                                                  |          |          |

### Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                               | Current Version | Proposed Version |
|---------|-------------------------------------|-----------------|------------------|
|         | <b>Lecture Hours - In Class</b>     | 4               | 4                |
|         | <b>Lecture Hours - Out of Class</b> | 8               | 8                |
|         | <b>Laboratory Hours - In Class</b>  | 0               | 0                |

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

### Course Student Hours - Profile Name: Default Profile

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

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

### Speciality Hours

| Changed | Field               | Current Version | Proposed Version |
|---------|---------------------|-----------------|------------------|
|         | Speciality<br>Hours | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                              | Current Version | Proposed Version |
|---------|------------------------------------|-----------------|------------------|
|         | COURSE<br>CLASSIFICATION<br>STATUS | Credit Course.  | Credit Course.   |

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

### Credit Units

| Changed | Field                                  | Current Version | Proposed Version |
|---------|----------------------------------------|-----------------|------------------|
|         | <b>Course Duration (Weeks)</b>         | 12              | 12               |
|         | <b>Total Lecture Hours per Term</b>    | 144             | 144              |
|         | <b>Total Laboratory Hours per Term</b> | -               | 0                |
|         | <b>Total Contact Hours per Term</b>    | -               | 0                |
|         | <b>Total Credit Units</b>              | 4               | 4                |
|         | <b>Minimum Credit Units</b>            | 4               | 4                |
|         | <b>Maximum Credit Units</b>            | 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 multimedia aids</div><div>Discussion of assigned reading</div><div>Discussion and problem solving performed in class</div><div>Quiz and examination review performed in class</div><div>Homework and extended projects</div><div>Field observation and field trips</div><div>Guest speakers</div><div>Collaborative learning and small group exercises</div><div>Collaborative projects</div><div>Laboratory experience and field research which involves students in formal exercises of data collection and analyses</div><div>In-class exploration of Internet sites</div></div></div> | <div><div>Methods of Instruction</div><div><div>Methods of Instruction</div><div>Lecture and multimedia aids</div><div>Discussion of assigned reading</div><div>Discussion and problem solving performed in class</div><div>Quiz and examination review performed in class</div><div>Homework and extended projects</div><div>Field observation and field trips</div><div>Guest speakers</div><div>Collaborative learning and small group exercises</div><div>Collaborative projects</div><div>Laboratory experience and field research which involves students in formal exercises of data collection and analyses</div><div>In-class exploration of Internet sites</div></div></div> |



| Changed                                                                           | Field              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Assignments</b> | <ol style="list-style-type: none"> <li>1. Small group discussion of course content</li> <li>2. Individual and /or small group presentations on selected topics of course material.</li> <li>3. In-class debates on topical controversies</li> <li>4. Synthesis of assigned readings from required texts and other resources</li> <li>5. Field Project: In groups strategize and create a plan for conducting fieldwork in areas of mass disasters. Use specific references to case studies from recent mass disasters. A comprehensive paper in which students employ anthropological field methods to observe, describe and analyze skeletal remains. They will evaluate and select sources, critically analyze data, synthesize information and formulate conclusions.</li> <li>6. Apply a scientific methodology and a biocultural, to determine the age, sex, race, ancestry, individual features, and ante, peri and postmortem trauma on a set of human remains</li> <li>7. Design and develop exhibits on varied forensic anthropology topics.</li> <li>8. Analytical response paper based on fieldwork and research. They analyze the forensic material, will evaluate and select sources, analyze data, synthesize information and formulate conclusions.</li> </ol> | <ol style="list-style-type: none"> <li>1. Small group discussion of course content</li> <li>2. Individual and /or small group presentations on selected topics of course material.</li> <li>3. In-class / Online debates on topical controversies</li> <li>4. Synthesis of assigned readings from required texts and other resources</li> <li>5. Field Project: In groups strategize and create a plan for conducting fieldwork in areas of mass disasters. Use specific references to case studies from recent mass disasters. A comprehensive paper in which students employ anthropological field methods to observe, describe and analyze skeletal remains. They will evaluate and select sources, critically analyze data, synthesize information and formulate conclusions.</li> <li>6. Apply a scientific methodology and a biocultural approach, to determine the age, sex, race, ancestry, individual features, and ante, peri and postmortem trauma on a set of human remains</li> <li>7. Design and develop exhibits on varied forensic anthropology topics.</li> <li>8. Analytical response paper based on fieldwork and research. They analyze the forensic material, will evaluate and select sources, analyze data, synthesize information and formulate conclusions.</li> </ol> |

| 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><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Multiple Choice questions designed to test for basic subject and topical competency.</li> <li>2. Essay examinations and a comprehensive final examination, 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</li> <li>3. Collaborative group work involving examining, comparing and analyzing forensic material (estimating time since death, postmortem skeletal changes etc.)</li> <li>4. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above</li> </ol> | <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Multiple Choice questions designed to test for basic subject and topical competency.</li> <li>2. Essay examinations and a comprehensive final examination, 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</li> <li>3. Collaborative group work involving examining, comparing and analyzing forensic material (estimating time since death, postmortem skeletal changes etc.)</li> <li>4. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above</li> </ol> |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | <p>demonstrate the student's growth in synthesizing data and analyzing them anthropologically.</p> <p>5. Participation in and contribution toward classroom discussions based on text and supplemental reading (e.g. positive identifications, ethical responsibilities...)</p> <p>6. Analyzing simulated forensic sites using a bio-cultural approach and distinguishing scientific interpretation from opinion.</p> <p>7. Individual or group presentations that demonstrate ability to present data and data analysis in a logical, engaging oral and visual format.</p> <p>8. Assess exhibits using questionnaires, surveys, interviews, and or informal conversations.</p> | <p>demonstrate the student's growth in synthesizing data and analyzing them anthropologically.</p> <p>5. Participation in and contribution toward discussions based on text and supplemental reading (e.g. positive identifications, ethical responsibilities...)</p> <p>6. Analyzing simulated forensic sites using a biocultural approach and distinguishing scientific interpretation from opinion.</p> <p>7. Individual or group presentations that demonstrate ability to present data and data analysis in a logical, engaging oral and visual format.</p> <p>8. Develop and Assess exhibits using questionnaires, surveys, interviews, and or informal conversations.</p> |

| Changed | Field                                                           | Current Version                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                       |
|---------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Essential Student Materials/Essential College Facilities</b> | <b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>Skeletal materials (real and casts), forensic kits, lab materials, posters and maps</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>Lab space</li></ul> | <b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>Skeletal materials (real and casts), forensic kits, lab materials, posters and maps</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>Lab space</li></ul> |

## Changed Field

## Current Version

## Proposed Version



### Examples of Primary Texts and References

|                     |                                                                                                   |
|---------------------|---------------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                          |
| <b>Author</b>       | Bass, W., "Human Osteology: A Laboratory and Field Manual", Missouri Archaeological Society. 2005 |
| <b>Publisher</b>    | No value                                                                                          |
| <b>Date/Edition</b> | No value                                                                                          |
| <b>ISBN</b>         | No value                                                                                          |

|                     |                                                                                                      |
|---------------------|------------------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                             |
| <b>Author</b>       | Burns, K.R., "The Forensic Anthropology Training Manual", Taylor and Francis Group. 3rd edition 2012 |
| <b>Publisher</b>    | No value                                                                                             |
| <b>Date/Edition</b> | No value                                                                                             |
| <b>ISBN</b>         | No value                                                                                             |

|                     |                                                                               |
|---------------------|-------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                      |
| <b>Author</b>       | Byers, S.N., "Introduction to Forensic Anthropology". 5th ed. Routledge. 2016 |
| <b>Publisher</b>    | No value                                                                      |
| <b>Date/Edition</b> | No value                                                                      |
| <b>ISBN</b>         | No value                                                                      |

|              |          |
|--------------|----------|
| <b>Title</b> | No value |
|              |          |

|                     |                                       |
|---------------------|---------------------------------------|
| <b>Title</b>        | Introduction to Forensic Anthropology |
| <b>Author</b>       | Steven N. Byers, Chelsey A. Juarez    |
| <b>Publisher</b>    | Routledge, Taylor and Francis Group.  |
| <b>Date/Edition</b> | 6th ed, 2023                          |
| <b>ISBN</b>         | No value                              |

|                     |                                            |
|---------------------|--------------------------------------------|
| <b>Title</b>        | The Forensic Anthropology Training Manual, |
| <b>Author</b>       | Burns, K.R.,                               |
| <b>Publisher</b>    | Taylor and Francis Group.                  |
| <b>Date/Edition</b> | 3rd edition 2012                           |
| <b>ISBN</b>         | No value                                   |

|                     |                                |
|---------------------|--------------------------------|
| <b>Title</b>        | Death's Acre                   |
| <b>Author</b>       | Bass, Bill and Jefferson, John |
| <b>Publisher</b>    | Penguin Putnam Inc             |
| <b>Date/Edition</b> | 2022                           |
| <b>ISBN</b>         | No value                       |

|                     |                                         |
|---------------------|-----------------------------------------|
| <b>Title</b>        | "Introduction to Forensic Anthropology" |
| <b>Author</b>       | Steven N. Byers. .                      |
| <b>Publisher</b>    | Pearson,                                |
| <b>Date/Edition</b> | 4th ed. 2010                            |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | <div><div><div><div><div><b>Author</b></div><div>Byers, S.N. and<br/>Myster, S., "Forensic<br/>Anthropology<br/>Laboratory Manual",<br/>4th ed. Taylor and<br/>Francis group 2017.</div></div></div><div><div><div><b>Publisher</b></div><div>No value</div></div></div><div><div><div><b>Date/Edition</b></div><div>No value</div></div></div><div><div><div><b>ISBN</b></div><div>No value</div></div></div></div></div>                                                                            | <div><div><div><div><b>ISBN</b></div><div>No value</div></div></div><div><div><div><b>Title</b></div><div>The Bone Book:A<br/>Photographic Lab<br/>Manual for Identifying<br/>and Siding Human<br/>Bones.</div></div></div><div><div><div><b>Author</b></div><div>Mann, Robert W.</div></div></div><div><div><div><b>Publisher</b></div><div>Charles C. Thomas.</div></div></div><div><div><div><b>Date/Edition</b></div><div>2017</div></div></div><div><div><div><b>ISBN</b></div><div>No value</div></div></div></div> |
|         |       | <div><div><div><div><b>Title</b></div><div>No value</div></div></div><div><div><div><b>Author</b></div><div>Steadman, D.W.,<br/>"Hard Evidence: Case<br/>Studies in Forensic<br/>Anthropology". 2nd<br/>ed. Routledge, Taylor<br/>and Francis Group.<br/>2016. 2008</div></div></div><div><div><div><b>Publisher</b></div><div>No value</div></div></div><div><div><div><b>Date/Edition</b></div><div>No value</div></div></div><div><div><div><b>ISBN</b></div><div>No value</div></div></div></div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|



### Suggested Reading List

No value

**Reading List** Craig, Emily, "Teasing Secrets from the Dead", Crown, New York, 2005

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

**Reading List** Elkins, Aaron, "Unnatural Selection", Berkeley Prime Crime, New York, 2007

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

**Reading List** France, Diane. Human and Nonhuman Bone Identification. CRC Press 2009.

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

**Reading List** Mann, Robert, "Forensic Detective", Ballantine, New York 2006

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



| Changed | Field | Current Version                                                                                                                                                                                              | Proposed Version |
|---------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|         |       | <p><b>Reading List</b> Mann, Robert W.The Bone Book:A Photographic Lab Manual for Identifying and Siding Human Bones. Charles C. Thomas. 2017</p> <p><b>May include, but are not limited to</b> No value</p> |                  |
|         |       | <p><b>Reading List</b> Steven N. Byers. "Introduction to Forensic Anthropology". Pearson, 4th ed. 2010</p> <p><b>May include, but are not limited to</b> No value</p>                                        |                  |
|         |       | <p><b>Reading List</b> White, Tim, D. and Folkens, Peter, A. The Human Bone Manual. Elsevier Academic. 2005</p> <p><b>May include, but are not limited to</b> No value</p>                                   |                  |
|         |       | <p><b>Reading List</b> Journal of Forensic Sciences</p>                                                                                                                                                      |                  |

| Changed | Field | Current Version                                                       | Proposed Version |
|---------|-------|-----------------------------------------------------------------------|------------------|
|         |       | <div>May include, but are not limited to</div> <div>No value</div>    |                  |
|         |       | <div>Reading List</div> <div>Journal of Forensic Identification</div> |                  |
|         |       | <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"> <li>• Recognize the immense scope of multifaceted discipline of Anthropology, including its four major sub-disciplines and their relationship with applied fields</li> <li>• Examine the essential elements of the profession of Anthropology and Forensic Anthropology, including the definition and history of the field, and the methods of data gathering.</li> <li>• Analyze the key methodological practices of Forensic Anthropology, demonstrate knowledge of the fundamentals of human osteology, and apply to determine identity.</li> <li>• Apply techniques to determine trauma and pathology to human remains.</li> <li>• Evaluate the cultural and biological characteristics to establish a positive identification from human skeletal remains using both, a cross cultural and a holistic perspective,</li> <li>• Evaluate the range of applications of Forensic Anthropology, locally, nationally and globally, in criminal cases, natural and human disasters, human rights violations, and POW/MIA identifications</li> </ul> | <ul style="list-style-type: none"> <li>• Recognize the immense scope of multifaceted discipline of Anthropology, including its four major sub-disciplines and their relationship with applied fields.</li> <li>• Examine the essential elements of the profession of Anthropology and Forensic Anthropology, including the definition and history of the field, and the methods of data gathering.</li> <li>• Analyze the key methodological practices of Forensic Anthropology, demonstrate knowledge of the fundamentals of human osteology, and apply to determine identity.</li> <li>• Apply techniques to determine trauma and pathology to human remains.</li> <li>• Evaluate the cultural and biological characteristics to establish a positive identification from human skeletal remains using both, a cross cultural and a holistic perspective.</li> <li>• Evaluate the range of applications of Forensic Anthropology, locally, nationally and globally, in criminal cases, natural and human disasters, human rights violations, and POW/MIA identifications.</li> </ul> |

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

Apply scientific, evolutionary, holistic and a multidisciplinary approach to understanding human biology and behavior.

**Expected SLO Performance**

0.0

**CSLOs**

Apply scientific, evolutionary, holistic and a multidisciplinary approach to understanding human biology and behavior.

**Expected SLO Performance**

0.0

**CSLOs**

Develop the skills to recover, examine, extract and interpret data for the remains for use in the medico-legal community.

**Expected SLO Performance**

0.0

**CSLOs**

Develop the skills to recover, examine, extract and interpret data for the remains for use in the medico-legal community.

**Expected SLO Performance**

0.0

**CSLOs**

Recognize the ethical responsibilities of a forensic anthropologist and understand the position of the discipline as an applied field of anthropology.

**Expected SLO Performance**

0.0

**CSLOs**

Recognize the ethical responsibilities of a forensic anthropologist and understand the position of the discipline as an applied field of anthropology.

**Expected SLO Performance**

0.0

**Course Outline**

| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <ol style="list-style-type: none"> <li>1. Recognize the immense scope of multifaceted discipline of Anthropology, including its four major sub-disciplines and their relationship with applied fields               <ol style="list-style-type: none"> <li>1. Demonstrate Anthropology as a science and humanities; understand its breadth, especially its interest in global diversity</li> <li>2. Across the role of major subfields in Anthropology in understanding humans spatially and temporally.</li> <li>3. Examine the relationship between Physical Anthropology and Forensic anthropology, medical anthropology and other applied fields</li> </ol> </li> <li>2. Examine the essential elements of the profession of Anthropology and Forensic Anthropology, including the definition and history of the field, and the methods of data gathering.               <ol style="list-style-type: none"> <li>1. Develop an understanding of an anthropological approach, involving cultural relativism, a comparative and a holistic perspective and then apply it to the forensic anthropology.</li> <li>2. Assess the forensic context and describe the laboratory and recovery procedures involved in Forensic Anthropology casework</li> <li>3. Verify the many situations in which human remains are found that warrant the involvement of a Forensic Anthropologist and illustrate their role(s) in each context.</li> </ol> </li> <li>3. Analyze the key methodological practices of Forensic Anthropology, demonstrate knowledge of the fundamentals of</li> </ol> | <ol style="list-style-type: none"> <li>1. Recognize the immense scope of multifaceted discipline of Anthropology, including its four major sub-disciplines and their relationship with applied fields               <ol style="list-style-type: none"> <li>1. Demonstrate Anthropology as a science and humanities; understand its breadth, especially its interest in global diversity.</li> <li>2. Across the role of major subfields in Anthropology in understanding humans spatially and temporally.</li> <li>3. Examine the relationship between Physical Anthropology and Forensic anthropology, medical anthropology and other applied fields</li> </ol> </li> <li>2. Examine the essential elements of the profession of Anthropology and Forensic Anthropology, including the definition and history of the field, and the methods of data gathering.               <ol style="list-style-type: none"> <li>1. Develop an understanding of an anthropological approach, involving cultural relativism, a comparative and a holistic perspective and then apply it to the forensic anthropology.</li> <li>2. Assess the forensic context and describe the laboratory and recovery procedures involved in Forensic Anthropology casework</li> <li>3. Verify the many situations in which human remains are found that warrant the involvement of a Forensic Anthropologist and illustrate their role(s) in each context.</li> </ol> </li> <li>3. Analyze the key methodological practices of Forensic Anthropology, demonstrate knowledge of the fundamentals of</li> </ol> |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | <p>human osteology, and apply to determine identity.</p> <ol style="list-style-type: none"> <li>1. Distinguish between human and non-human skeletal remains</li> <li>2. Identify the principal bones of the human body including cranial, axial, and perpendicular skeleton.</li> <li>3. Apply various techniques to determine sex, age, height and ancestry from human skeletal remains.</li> </ol> <p>4. Apply techniques to determine trauma and pathology to human remains.</p> <ol style="list-style-type: none"> <li>1. Understand the fundamentals of taphonomic analyses and the estimation of time since death and cause of death</li> <li>2. Examine postmortem changes caused by a number of sources including humans, non-human animals, heat, weathering, burial and water.</li> </ol> <p>5. Evaluate the cultural and biological characteristics to establish a positive identification from human skeletal remains using both, a cross cultural and a holistic perspective,</p> <ol style="list-style-type: none"> <li>1. Identify the antemortem variations in the skeleton leading to positive identification.</li> <li>2. Evaluate pathological conditions, anomalies and markers of occupational stress appearing in the human skeleton that might be mistaken for perimortem trauma and postmortem damage.</li> <li>3. Apply a cross cultural and a holistic approach to establish identification of the individuals.</li> </ol> | <p>human osteology, and apply to determine identity.</p> <ol style="list-style-type: none"> <li>1. Distinguish between human and non-human skeletal remains</li> <li>2. Identify the principal bones of the human body including cranial, axial, and perpendicular skeleton.</li> <li>3. Apply various techniques to determine sex, age, height and ancestry from human skeletal remains.</li> </ol> <p>4. Apply techniques to determine trauma and pathology to human remains.</p> <ol style="list-style-type: none"> <li>1. Understand the fundamentals of taphonomic analyses and the estimation of time since death and cause of death</li> <li>2. Examine postmortem changes caused by a number of sources including humans, non-human animals, heat, weathering, burial and water.</li> </ol> <p>5. Evaluate the cultural and biological characteristics to establish a positive identification from human skeletal remains using both, a cross cultural and a holistic perspective.</p> <ol style="list-style-type: none"> <li>1. Identify the antemortem variations in the skeleton leading to positive identification.</li> <li>2. Evaluate pathological conditions, anomalies and markers of occupational stress appearing in the human skeleton that might be mistaken for perimortem trauma and postmortem damage.</li> <li>3. Apply a cross cultural and a holistic approach to establish identification of the individuals.</li> </ol> |

| Changed | Field                               | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                     | <p>6. Evaluate the range of applications of Forensic Anthropology, locally, nationally and globally, in criminal cases, natural and human disasters, human rights violations, and POW/MIA identifications</p> <ol style="list-style-type: none"> <li>1. Describe and evaluate techniques related to identifying individuals including radiography, facial reconstruction, and odontology</li> <li>2. Identify cultural resource laws that rely, in part, on Forensic Anthropologists for their enforcement</li> <li>3. Appraise how Forensic anthropological knowledge and insights can be applied to current societal issues, and then extrapolated to an analytic evaluation of humanity.</li> </ol> | <p>6. Evaluate the range of applications of Forensic Anthropology, locally, nationally and globally, in criminal cases, natural and human disasters, human rights violations, and POW/MIA identifications.</p> <ol style="list-style-type: none"> <li>1. Describe and evaluate techniques related to identifying individuals including radiography, facial reconstruction, and odontology</li> <li>2. Identify cultural resource laws that rely, in part, on Forensic Anthropologists for their enforcement</li> <li>3. Appraise how Forensic anthropological knowledge and insights can be applied to current societal issues, and then extrapolated to an analytic evaluation of humanity.</li> </ol> |
|         | <b>Lab Component in this Course</b> | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|         | <b>Lab Outline</b>                  | No value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | No value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Blue Form

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



| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

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

No Value

No Value

### Req/Adv

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

**Prerequisite(s):**

No Value

No Value

**Corequisite(s):**

No Value

No Value

**Advisory(ies):**

ENGL C1000 or ENGL C1000H or ESL D005.

ENGL C1000 or ENGL C1000H or ESL D005.

**Advisory(ies) - Other:**

No Value

No Value

**Limitation(s) on Enrollment:**

No Value

No Value

**Limitation(s) on Enrollment - Other:**

No Value

No Value

**Entrance Skills(s):**

No Value

No Value

**Entrance Skill(s) - Other:**

No Value

No Value

**General Course Statement(s):**

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

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

**General Course Statement(s) - Other:**

No Value

No Value

### A-Matrix Form

| Changed | Questions                                                                                                                                                                                    | Current Version | Proposed Version                                                                                                                                                                                                                                           |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> | No Value        | No Value                                                                                                                                                                                                                                                   |
| !       | <b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>                                                                                  | No Value        | Readings from scientists of diverse backgrounds about current and debates in the field of anthropology especially Linguistics. Course objective # 1,2; Assignments D                                                                                       |
| !       | <b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>                                                                                                        | No Value        | Term paper, written reports, weekly assignments on topics in Linguistic anthropology. Course objective # 5; Assignments E, H                                                                                                                               |
| !       | <b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>                                                                                   | 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; Assignments H)                                                  |
| !       | <b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>                                                                                                | 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 ; Assignments E, H) |

| Changed | Questions                                                                                              | Current Version | Proposed Version                                                                                                                                                                                                                                                                               |
|---------|--------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b> | 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; Assignments A, B, C, G) |

### B-Matrix Form

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

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

### C-Matrix Form

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

| Changed | Questions                                                                                                                                         | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 3:<br/>Produce<br/>written work<br/>using a cyclical<br/>process of<br/>multiples drafts<br/>and revisions.</b>                      | No Value        | No Value         |
|         | <b>Objective 4:<br/>Demonstrate<br/>the ability to<br/>include a<br/>variety of<br/>sentence<br/>structures in<br/>writing.</b>                   | No Value        | No Value         |
|         | <b>Objective 5:<br/>Edit<br/>compositions<br/>to correct<br/>errors in the<br/>major<br/>conventions of<br/>Standard<br/>Written<br/>English.</b> | 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:<br>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:<br>Investigate the use of mathematics in real world.                                                                                                                                                                                     | No Value        | No Value         |
|         | Objective 3:<br>Explore functions.                                                                                                                                                                                                                    | No Value        | No Value         |

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



| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

**Objective 11:**  
Develop skills  
to work with  
radical  
expressions.

No Value

No Value

### E-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

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

No Value

No Value

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

No Value

No Value

| Changed | Questions                                                                                                                                                     | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                     | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Use systems of two linear equations to solve real-world problems.                                                                      | No Value        | No Value         |
|         | <b>Objective 6:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b><br>Use inequalities to solve real world problems.                                                                         | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>                                                                                                                            | No Value        | No Value         |
|         | <b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>                                                                                                                                                | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                                                                             | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                                                                          | No Value        | No Value         |
|         | <b>Objective 6:</b><br>Use estimation to determine approximate solutions and to check the reasonableness of answers.                                                        | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 8:</b><br>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 |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 9:<br/>Explore the use of variables in expressions and evaluate algebraic expressions.</b>                                        | No Value        | No Value         |
|         | <b>Objective 10:<br/>Solve linear equations in one variable numerically and algebraically.</b>                                                 | No Value        | No Value         |
|         | <b>Objective 11:<br/>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>                                       | No Value        | No Value         |
|         | <b>Objective 12:<br/>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b> | No Value        | No Value         |

### G-Matrix Form

| Changed | Questions                                                                                                     | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.</b> | 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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.                                                    | No Value        | No Value         |
|         | Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort. | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form



| Changed                                                                           | Questions                                                                                                                                                                                                                                                                                                                                  | Current Version | Proposed Version                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                                   | No Value        | Course Outline A: Recognize the immense scope of the multi-faceted discipline of anthropology and Recognize the immense scope of multifaceted discipline of Anthropology, including its four major sub-disciplines and their relationship with applied fields. |
|  | <b>Criteria 2:</b><br><b>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.)</b> | No Value        | Course Outline C: Analyze the key methodological practices of Forensic Anthropology, demonstrate knowledge of the fundamentals of human osteology, and apply to determine identity. Assignment A : Small group discussion of course content                    |

| Changed                                                                             | Questions                                                                                                                                                                                                                                                                     | Current Version | Proposed Version                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                     | No Value        | Course Outline B: Examine the essential elements of the profession of Anthropology and Forensic Anthropology, including the definition and history of the field, and the methods of data gathering.                   |
|    | <b>Criteria 4:</b><br><b>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.)</b> | No Value        | Course Outline F: Evaluate the range of applications of Forensic Anthropology, locally, nationally and globally, in criminal cases, natural and human disasters, human rights violations, and POW/MIA identifications |
|  | <b>Criteria 5:</b><br><b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                           | No Value        | Course Outline E: Evaluate the cultural and biological characteristics to establish a positive identification from human skeletal remains using both, a cross cultural and a holistic perspective,                    |

| Changed                                                                           | Questions                                                                                                                                                                                                                                | Current Version | Proposed Version                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>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.)</b> | No Value        | Course Outline F: Evaluate the range of applications of Forensic Anthropology, locally, nationally and globally, in criminal cases, natural and human disasters, human rights violations, and POW/MIA identifications |

### Comments

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

| Changed | Questions                                          | Current Version | Proposed Version |
|---------|----------------------------------------------------|-----------------|------------------|
|         | <b>Stage 9:<br/>Articulation<br/>Officer</b>       | No Value        | No Value         |
|         | <b>Stage 10: De<br/>Anza General<br/>Education</b> | No Value        | No Value         |
|         | <b>Stage 13:<br/>Curriculum<br/>Committee</b>      | No Value        | No Value         |

## CO

| Changed | Questions                                                   | Current Version | Proposed Version |
|---------|-------------------------------------------------------------|-----------------|------------------|
|         | <b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>                     | ANTH 007        | ANTH 007         |
|         | <b>Course Status</b>                                        | Non-substantial | Non-substantial  |
|         | <b>Course<br/>Characteristics</b>                           | NA              | NA               |
|         | <b>Cross-<br/>Listed/Related<br/>Course<br/>Information</b> | NA              | NA               |
|         | <b>Cross-<br/>Listed/Related<br/>Course ID's</b>            | No Value        | No Value         |
|         | <b>DL Approval<br/>Date<br/>(MM/DD/YYYY)</b>                | No Value        | No Value         |
|         | <b>Hybrid<br/>Approval Date<br/>(MM/DD/YYYY)</b>            | No Value        | No Value         |

| Changed | Questions               | Current Version                                                                                                                                                                                                                                            | Proposed Version                                                                                                                                                                                                                                           |
|---------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Curriculum Office Notes | <ul style="list-style-type: none"><li>(mc-changed 5-yr rev yr from 2019 to 2020 per redistribution)</li><li>Requisite change appr. 1/17/23 (effect. F23).-cc</li><li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct</li></ul> | <ul style="list-style-type: none"><li>(mc-changed 5-yr rev yr from 2019 to 2020 per redistribution)</li><li>Requisite change appr. 1/17/23 (effect. F23).-cc</li><li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct</li></ul> |

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

| Changed                                                                           | Questions    | Current Version | Proposed Version |                          |                    |              |                                                                                                                                                                                                                                                                                                                                          |                                                                 |
|-----------------------------------------------------------------------------------|--------------|-----------------|------------------|--------------------------|--------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|  | Stage 3: DEI | No Value        |                  |                          |                    |              |                                                                                                                                                                                                                                                                                                                                          | Initiator - Indicate "Y" When Completed or Initiator's Response |
|                                                                                   |              |                 | Date             | Tab                      | Part - Field       | Type of Edit | Edit                                                                                                                                                                                                                                                                                                                                     |                                                                 |
|                                                                                   |              |                 | 02/26/2026       | Basic Course Information | Course Description | Suggested    | Consider minor revisions to frame course description in a slightly more student-centered way. For example/such as, "...In this course, students will focus on varying areas in which forensic anthropology is used, such as in crime scene investigation, missing person identification, human rights, and humanitarian investigations." | Y                                                               |

Changed

Questions

Current Version

Proposed Version

02/26/2026

Specifications

Examples of  
Primary  
Texts and  
References

Required

Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. **If there is no representative OER textbook, please let me know in the initiator response box.** There is no OER available for the course and the text book if used is low cost.

If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. **Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.**

Changed

Questions

Current Version

Proposed Version

|            |                |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------|----------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                |                                          | Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this list of assignments! For any of these, do course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider noting this for the relevant assignment. If not appropriate, please place NA in the initiator response box. |
| 02/26/2026 | Specifications | Examples of Primary Texts and References | Suggestedexplanations of Y                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 02/26/2026 | Specifications | Assignments                              | Suggested Y                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



| Changed | Questions                              | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                     |
|---------|----------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                        |                 | For any of these evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider adding this to the relevant evaluation method. If not appropriate, please place NA in the initiator response box.                                                              |
|         |                                        | 02/26/2026      | Specifications Methods of Evaluation Suggested                                                                                                                                                                                                                                                                                                                                       |
|         | Stage 4: Articulation Officer          | No Value        | No Value                                                                                                                                                                                                                                                                                                                                                                             |
| !       | Stage 5: De Anza General Education     | No Value        | <p><b>Initiator - Indicate "Y" When Completed or Initiator's Response</b></p> <p><b>Date</b>   <b>Tab</b>   <b>Part - Field</b>   <b>Type of Edit</b>   <b>Edit</b></p> <p>3/7/2026 GE Form 2 Criteria Required</p> <p>Please include a citation and copy and paste the entire referenced section. For example: <b>Assignment Y A: Small group discussion of course content.</b></p> |
| !       | Stage 6: Content Review Matrix Liaison | No Value        | <p><b>Initiator - Indicate "Y" When Completed or Initiator's Response</b></p> <p><b>Date</b>   <b>Tab</b>   <b>Part - Field</b>   <b>Type of Edit</b>   <b>Edit</b></p> <p>3/10/26 Matrix A Required</p> <p>Assignments indicated do not seem to match what is written in the fields. Y</p>                                                                                          |
|         | Stage 7: Dean of Online Learning       | No Value        | No Value                                                                                                                                                                                                                                                                                                                                                                             |
|         | Stage 8: SLO Coordinator               | No Value        | No Value                                                                                                                                                                                                                                                                                                                                                                             |

| Changed | Questions                            | Current Version | Proposed Version |
|---------|--------------------------------------|-----------------|------------------|
|         | Stage 10:<br>Curriculum<br>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                            | ANTHD007.                |
|         | Distance<br>Education<br>Approved        | Yes                      |
|         | Board of<br>Trustees<br>Approval Date    |                          |
|         | Curriculum<br>Committee<br>Approval Date | Jan 15, 2019 12:00:00 AM |
|         | Time to Next<br>Review                   | Sep 1, 2025 12:00:00 AM  |
|         | External<br>Review<br>Approval Date      | Sep 1, 2020 12:00:00 AM  |
|         | Course Control<br>Number                 | CCC000535070             |

### Articulation

| Changed | Field                                    | Current Version |
|---------|------------------------------------------|-----------------|
|         | Course<br>Crosswalk<br>CRS-DEPT-<br>NAME |                 |

| Changed | Field      | Current Version |
|---------|------------|-----------------|
|         | Course     |                 |
|         | Crosswalk  |                 |
|         | CRS-NUMBER |                 |

De Anza College

# Change Report

03/26/2026

## Summary of Changes

| Section              | Changed field                                                                                                                                                                           |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General Information  | Faculty Initiator                                                                                                                                                                       |
| General Information  | Effective Term                                                                                                                                                                          |
| Faculty Requirements | Discipline 1                                                                                                                                                                            |
| Faculty Requirements | FSA                                                                                                                                                                                     |
| Specifications       | Methods of Instruction                                                                                                                                                                  |
| Specifications       | Methods of Evaluation                                                                                                                                                                   |
| Specifications       | Essential Student Materials/Essential College Facilities                                                                                                                                |
| Specifications       | Examples of Primary Texts and References                                                                                                                                                |
| Specifications       | Suggested Reading List                                                                                                                                                                  |
| Learning Outcomes    | Course Objectives                                                                                                                                                                       |
| A-Matrix Form        | Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.                                                                                    |
| A-Matrix Form        | Objective 2: Compose essays drawn from personal experience and assigned texts.                                                                                                          |
| A-Matrix Form        | Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.                                                                                     |
| A-Matrix Form        | Objective 4: Create syntactically varied sentences that are free of mechanical errors.                                                                                                  |
| A-Matrix Form        | Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.                                                                                         |
| De Anza GE Form      | Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.) |

| Section                                                 | Changed field                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| De Anza GE Form                                         | Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.) |
| De Anza GE Form                                         | Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                                                                                                  |
| De Anza GE Form                                         | Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                              |
| De Anza GE Form                                         | Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                                                                                        |
| De Anza GE Form                                         | Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                         |
| Comments                                                | Stage 3: DEI                                                                                                                                                                                                                                                                                                              |
| Comments                                                | Stage 5: De Anza General Education                                                                                                                                                                                                                                                                                        |
| Comments                                                | Stage 6: Content Review Matrix Liaison                                                                                                                                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                                                                                                                                                                      |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                                                                                                                                                              |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                                                                                                                                                                       |
| UC Transferable and/or Lower-Division Major Requirement | Will the course fulfill a UC/CSU lower-division major requirement?                                                                                                                                                                                                                                                        |
| UC Transferable and/or Lower-Division Major Requirement | Will the course be UC transferable?                                                                                                                                                                                                                                                                                       |

## General Information

| Changed | Field                              | Current Version                            | Proposed Version                           |
|---------|------------------------------------|--------------------------------------------|--------------------------------------------|
| !       | <b>Faculty Initiator</b>           | • Mary Clark Tillman                       | • Ameeta Tiwana                            |
|         | <b>Course ID (CB01A and CB01B)</b> | ANTHD008.                                  | ANTHD008.                                  |
|         | <b>Course Control Number</b>       | CCC000617392                               | CCC000617392                               |
|         | <b>Course Title (CB02)</b>         | Medical Anthropology: Methods and Practice | Medical Anthropology: Methods and Practice |
|         | <b>Short Course Title</b>          | MEDIC ANTH: METHODS AND PRACT              | MEDIC ANTH: METHODS AND PRACT              |
|         | <b>TOP Code (CB03)</b>             | 2202.00                                    | 2202.00 Anthropology                       |
|         | <b>CIP Code</b>                    | Anthropology.                              | 45.0201 Anthropology.                      |
|         | <b>Department</b>                  | ANTH - Anthropology                        | ANTH - Anthropology                        |
| !       | <b>Effective Term</b>              | Fall 2025                                  | Fall <del>2025</del> <u>2027</u>           |
|         | <b>SAM Priority Code (CB09)</b>    | E - Non-Occupational                       | E - Non-Occupational                       |

| Changed | Field                     | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Course Description</b> | Medical anthropology seeks to understand how health, illness and healing practices are culturally constructed and mediated. Students will investigate global, cross-cultural and local issues related to health, sickness, healing, epidemiology, aging and dying from an applied and bio-cultural perspective, using anthropological theory and ethnographic fieldwork methods. Students will be exposed to diverse cultural interpretations of health, sickness and healing, the importance of viewing medical systems as social systems, understanding the socio-cultural context of medical decision making and therapy management, the principles of cultural competency, and the recurrent and ongoing problems of socioeconomic inequality and ecological disruptions that have an impact upon the differential distribution and treatment of human diseases. | Medical anthropology seeks to understand how health, illness and healing practices are culturally constructed and mediated. Students will investigate global, cross-cultural and local issues related to health, sickness, healing, epidemiology, aging and dying from an applied and bio-cultural perspective, using anthropological theory and ethnographic fieldwork methods. Students will be exposed to diverse cultural interpretations of health, sickness and healing, the importance of viewing medical systems as social systems, understanding the socio-cultural context of medical decision making and therapy management, the principles of cultural competency, and the recurrent and ongoing problems of socioeconomic inequality and ecological disruptions that have an impact upon the differential distribution and treatment of human diseases. Students will master the anthropological skills of fieldwork, cross cultural perspective and using a holistic approach in evaluating human behavior. |
|         | <b>Course Type (CB27)</b> | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         | <b>Mode of Delivery</b>   | <ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Faculty Requirements

| Changed | Field               | Current Version | Proposed Version                                               |
|---------|---------------------|-----------------|----------------------------------------------------------------|
| !       | <b>Discipline 1</b> | No value        | <ul style="list-style-type: none"> <li>Anthropology</li> </ul> |
|         | <b>Discipline 2</b> | No value        | No value                                                       |
|         | <b>Discipline 3</b> | No value        | No value                                                       |

| Changed | Field | Current Version | Proposed Version                                                          |
|---------|-------|-----------------|---------------------------------------------------------------------------|
| !       | FSA   | No value        | <ul style="list-style-type: none"> <li>FHDA FSA - ANTHROPOLOGY</li> </ul> |



FSA

No value

- FHDA FSA - ANTHROPOLOGY

## Formerly Statement

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

Formerly Statement

No value

## Course Justification

| Changed | Field                | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Course Justification | <p>This course gives the students an opportunity to understand health, disease, illness, and healing in a bio, socio-cultural, political, economic, and environmental context. Students apply anthropological methods, theories, and thinking to health and disease both nationally and globally. This course is a major preparation requirement in the discipline of anthropology for both CSU and UC. It meets the general education requirements for De Anza and Cal-GETC. This course is applicable to A.A.-T in Anthropology.</p> | <p>This course gives the students an opportunity to understand health, disease, illness, and healing in a bio, socio-cultural, political, economic, and environmental context. Students apply anthropological methods, theories, and thinking to health and disease both nationally and globally. This course is a major preparation requirement in the discipline of anthropology for both CSU and <del>UC</del>. <u>UC, and is transferable to both.</u> It meets the general education requirements for De Anza and Cal-GETC. This course is applicable to A.A.-T in Anthropology.</p> |

Course Justification

This course gives the students an opportunity to understand health, disease, illness, and healing in a bio, socio-cultural, political, economic, and environmental context. Students apply anthropological methods, theories, and thinking to health and disease both nationally and globally. This course is a major preparation requirement in the discipline of anthropology for both CSU and UC. It meets the general education requirements for De Anza and Cal-GETC. This course is applicable to A.A.-T in Anthropology.

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## Stand-Alone Statement

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

Stand-Alone Statement

No value

## Course Philosophy



| Changed | Field                | Current Version | Proposed Version |
|---------|----------------------|-----------------|------------------|
|         | Course<br>Philosophy | No value        |                  |

### CTE Course

| Changed | Field                                                          | Current Version | Proposed Version |
|---------|----------------------------------------------------------------|-----------------|------------------|
|         | Is this a CTE<br>(Career<br>Technical<br>Education)<br>course? | No              | No               |

### Honors/Non-honors Course

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

### Mirrored Credit/Noncredit Course

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

### Cross-listed Course

| Changed | Field                              | Current Version | Proposed Version |
|---------|------------------------------------|-----------------|------------------|
|         | Is this a cross-<br>listed course? | No              | No               |

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

| DEI Review |  |  |  |
|------------|--|--|--|
|            |  |  |  |

| Changed | Field                                                        | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|--------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Please summarize the ways in which your course includes DEI. | No value        | <p><u>Medical anthropology requires students to compare biomedical, folk, indigenous, and cross-cultural healing systems; evaluate competing theories of disease causation; and understand how gender, race, ethnicity, and inequality shape health outcomes. Students will leave with a better understanding of diverse perspectives from around the world and analyze how cultural context influences medical beliefs, practices, and power dynamics. Students analyze multiple anthropological perspectives—including those of women, minorities, subaltern groups, and non-Western scholars—to evaluate definitions of illness, healing, biomedicine, and health disparities. Students will investigate global, cross-cultural and local issues related to health, sickness, healing. The course uses varied methods of instruction to address diverse learning styles. The assignments also give an opportunity to students to showcase their learning and mastery of the subject matter. For example, they could develop an exhibit for display in the anthropology space and could also serve as an outreach and in-reach. Students get to choose the community and topic in health and disease they want to investigate / research , with an opportunity to revise and where appropriate examples of fieldwork / term papers will be provided. The course uses varied methods of instruction to address diverse learning styles of students. The assignments also give an opportunity to students to showcase their learning and mastery of the subject matter. For example, they could develop an exhibit for display in the anthropology space which could also serve as an outreach and in-reach. Students get to choose the community and topic in medical anthropology they want to investigate / research , with an opportunity to revise, and where appropriate examples of fieldwork / term papers will be provided. Primary Texts</u></p> |

| Changed                                                                           | Field                                                      | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------|------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   |                                                            |                 | <u>and References meet universal design course standards and the text book if used is low cost. Medical anthropology like any other anthropology course is rooted in diversity, inclusion and equity.</u>                                                                                                                                               |
|  | <b>Please check all areas in the COR that address DEI.</b> | No value        | <ul style="list-style-type: none"> <li>• Basic Course Information - Course Description</li> <li>• Specifications - Assignments</li> <li>• Specifications - Examples of Primary Texts and References</li> <li>• Specifications - Methods of Instruction</li> <li>• Specifications - Methods of Evaluation</li> <li>• Outline - Course Outline</li> </ul> |

### More Options

| Changed | Field                                                  | Current Version                                                                          | Proposed Version                                                                         |
|---------|--------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|         | <b>Basic Skill Status (CB08)</b>                       | Course is not a basic skills course.                                                     | Course is not a basic skills course.                                                     |
|         | <b>Course Prior To College Level</b>                   | Not applicable.                                                                          | Not applicable.                                                                          |
|         | <b>Course Special Class Status (CB13)</b>              | Course is not a special class.                                                           | Course is not a special class.                                                           |
|         | <b>Course Support Status (CB26)</b>                    | Course is not a support course                                                           | Course is not a support course                                                           |
|         | <b>Repeat Limit</b>                                    | 0                                                                                        | 0                                                                                        |
|         | <b>Grade Options</b>                                   | <ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul> | <ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul> |
|         | <b>Allow Students to Gain Credit by Exam/Challenge</b> | <input type="checkbox"/>                                                                 | <input type="checkbox"/>                                                                 |
|         | <b>Repeatability Statement</b>                         | 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 |       | <b>Associated Program</b> | Anthropology for Transfer                                               | <b>Associated Program</b> | Anthropology for Transfer                                               |
|                             |       | <b>Award Type</b>         | Associate in Arts for Transfer (A.A.-T.) Degree                         | <b>Award Type</b>         | Associate in Arts for Transfer (A.A.-T.) Degree                         |
|                             |       | <b>Associated Program</b> | Anthropology for Transfer (In Development)                              | <b>Associated Program</b> | Anthropology for Transfer (In Development)                              |
|                             |       | <b>Award Type</b>         | Associate in Arts for Transfer (A.A.-T.) Degree                         | <b>Award Type</b>         | Associate in Arts for Transfer (A.A.-T.) Degree                         |
|                             |       | <b>Associated Program</b> | Cal-GETC                                                                | <b>Associated Program</b> | Cal-GETC                                                                |
|                             |       | <b>Award Type</b>         | Certificate of Achievement-Advanced (COA-A)                             | <b>Award Type</b>         | Certificate of Achievement-Advanced (COA-A)                             |
|                             |       | <b>Associated Program</b> | Cal-GETC (In Development)                                               | <b>Associated Program</b> | Cal-GETC (In Development)                                               |
|                             |       | <b>Award Type</b>         | Certificate of Achievement-Advanced (COA-A)                             | <b>Award Type</b>         | Certificate of Achievement-Advanced (COA-A)                             |
|                             |       | <b>Associated Program</b> | Liberal Arts (Social and Behavioral Sciences Emphasis)                  | <b>Associated Program</b> | Liberal Arts (Social and Behavioral Sciences Emphasis)                  |
|                             |       | <b>Award Type</b>         | Associate in Arts (A.A.) Degree                                         | <b>Award Type</b>         | Associate in Arts (A.A.) Degree                                         |
|                             |       | <b>Associated Program</b> | Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development) | <b>Associated Program</b> | Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development) |
|                             |       | <b>Award Type</b>         | Associate in Arts (A.A.) Degree                                         | <b>Award Type</b>         | 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"><li>CA4X - Approved.</li></ul></td></tr><tr><td>-</td><td>No value</td></tr></table> | System/Institution                                               | Cal-GETC                                                         | Area(s) | <ul style="list-style-type: none"><li>CA4X - Approved.</li></ul> | -                                                                                                                                                                                                            | 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"><li>CA4X - Approved.</li></ul></td></tr><tr><td>-</td><td>No value</td></tr></table> | System/Institution | Cal-GETC                                                         | Area(s) | <ul style="list-style-type: none"><li>CA4X - Approved.</li></ul> | - | No value |
|                                                                                                                                                                                                              |                                                                  | System/Institution                                                                                                                                                                                         | Cal-GETC                                                         |                                                                  |         |                                                                  |                                                                                                                                                                                                              |                    |                                                                                                                                                                                                            |                    |                                                                  |         |                                                                  |   |          |
|                                                                                                                                                                                                              |                                                                  | Area(s)                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>CA4X - Approved.</li></ul> |                                                                  |         |                                                                  |                                                                                                                                                                                                              |                    |                                                                                                                                                                                                            |                    |                                                                  |         |                                                                  |   |          |
|                                                                                                                                                                                                              |                                                                  | -                                                                                                                                                                                                          | No value                                                         |                                                                  |         |                                                                  |                                                                                                                                                                                                              |                    |                                                                                                                                                                                                            |                    |                                                                  |         |                                                                  |   |          |
|                                                                                                                                                                                                              |                                                                  | System/Institution                                                                                                                                                                                         | Cal-GETC                                                         |                                                                  |         |                                                                  |                                                                                                                                                                                                              |                    |                                                                                                                                                                                                            |                    |                                                                  |         |                                                                  |   |          |
|                                                                                                                                                                                                              |                                                                  | Area(s)                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>CA4X - Approved.</li></ul> |                                                                  |         |                                                                  |                                                                                                                                                                                                              |                    |                                                                                                                                                                                                            |                    |                                                                  |         |                                                                  |   |          |
| -                                                                                                                                                                                                            | 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"><li>2G4X - Approved.</li></ul></td></tr><tr><td>-</td><td>No value</td></tr></table> | System/Institution                                               | De Anza GE                                                                                                                                                                                                 | Area(s)                                                          | <ul style="list-style-type: none"><li>2G4X - Approved.</li></ul> | -       | 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"><li>2G4X - Approved.</li></ul></td></tr><tr><td>-</td><td>No value</td></tr></table> | System/Institution | De Anza GE                                                                                                                                                                                                 | Area(s)            | <ul style="list-style-type: none"><li>2G4X - Approved.</li></ul> | -       | No value                                                         |   |          |
| System/Institution                                                                                                                                                                                           | De Anza GE                                                       |                                                                                                                                                                                                            |                                                                  |                                                                  |         |                                                                  |                                                                                                                                                                                                              |                    |                                                                                                                                                                                                            |                    |                                                                  |         |                                                                  |   |          |
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| -                                                                                                                                                                                                            | No value                                                         |                                                                                                                                                                                                            |                                                                  |                                                                  |         |                                                                  |                                                                                                                                                                                                              |                    |                                                                                                                                                                                                            |                    |                                                                  |         |                                                                  |   |          |
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| -                                                                                                                                                                                                            | No value                                                         |                                                                                                                                                                                                            |                                                                  |                                                                  |         |                                                                  |                                                                                                                                                                                                              |                    |                                                                                                                                                                                                            |                    |                                                                  |         |                                                                  |   |          |
|                                                                                                                                                                                                              |                                                                  |                                                                                                                                                                                                            |                                                                  |                                                                  |         |                                                                  |                                                                                                                                                                                                              |                    |                                                                                                                                                                                                            |                    |                                                                  |         |                                                                  |   |          |
|                                                                                                                                                                                                              |                                                                  |                                                                                                                                                                                                            |                                                                  |                                                                  |         |                                                                  |                                                                                                                                                                                                              |                    |                                                                                                                                                                                                            |                    |                                                                  |         |                                                                  |   |          |
|                                                                                                                                                                                                              |                                                                  |                                                                                                                                                                                                            |                                                                  |                                                                  |         |                                                                  |                                                                                                                                                                                                              |                    |                                                                                                                                                                                                            |                    |                                                                  |         |                                                                  |   |          |

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                               | Current Version | Proposed Version |
|---------|-------------------------------------|-----------------|------------------|
|         | <b>Lecture Hours - In Class</b>     | 4               | 4                |
|         | <b>Lecture Hours - Out of Class</b> | 8               | 8                |

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

### Course Student Hours - Profile Name: Default Profile

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



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

### Speciality Hours

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

### Credit / Non-Credit Options

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

### Credit Units

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

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

## SKIP

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

## Specifications

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|



## Methods of Instruction

## Methods of Instruction

**Methods of Instruction**

Lecture and visual aids  
 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

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| Changed                                                                           | Field              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Assignments</b> | <ol style="list-style-type: none"> <li>Verbal               <ol style="list-style-type: none"> <li>Small group discussion of course content</li> <li>Individual and/or small group presentations on selected topics of course material</li> <li>In-class debates on health policy and issues.</li> </ol> </li> <li>Reading               <ol style="list-style-type: none"> <li>Synthesis of assigned readings from the required texts and other sources.</li> <li>Suggested supplemental readings from medical anthropology reader</li> </ol> </li> <li>Writing               <ol style="list-style-type: none"> <li>Field project: A comprehensive paper in which students will apply anthropological thinking and skills to address health related issues in surrounding communities, nationally or globally. They will employ anthropological field methods to observe, describe, and analyze an issue and apply anthropology. Students are required to immerse themselves in the field worker's role through participant observation, interviews and the collection of narratives. They will evaluate and select sources, critically analyze data, synthesize information, and formulate conclusions.</li> <li>Substantive response papers on medical anthropology explored through classroom materials and readings</li> <li>Assignments involving critical analysis of current issues, health policy and</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>Verbal               <ol style="list-style-type: none"> <li>Small group discussion of course content</li> <li>Individual and/or small group presentations on selected topics of course material</li> <li>In-class debates on health policy and issues.</li> </ol> </li> <li>Reading               <ol style="list-style-type: none"> <li>Synthesis of assigned readings from the required texts and other sources.</li> <li>Suggested supplemental readings from medical anthropology reader</li> </ol> </li> <li>Writing               <ol style="list-style-type: none"> <li>Field project: A comprehensive paper in which students will apply anthropological thinking and skills to address health related issues in surrounding communities, nationally or globally. They will employ anthropological field methods to observe, describe, and analyze an issue and apply anthropology. Students are required to immerse themselves in the field worker's role through participant observation, interviews and the collection of narratives. They will evaluate and select sources, critically analyze data, synthesize information, and formulate conclusions. There is student opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection.</li> <li>Substantive response papers on medical anthropology explored</li> </ol> </li> </ol> |

| Changed | Field | Current Version                                                                                                                                                                                              | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | planning using an anthropological approach which is holistic and comparative.<br>4. Prepare of educational exhibit(s) to engage on and off campus visiting communities about health and medical anthropology | through classroom materials and readings<br>3. Assignments involving critical analysis of current issues, health policy and planning using an anthropological approach which is holistic and comparative.<br>4. Prepare of educational exhibit(s) to engage on and off campus visiting communities about health and medical anthropology. There is student opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. |

| 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><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Multiple choice questions designed to test for basic subject and topical competency.</li> <li>2. Essay examinations and comprehensive final examination, all of which are composed of concept based questions which will require the student to demonstrate the ability to integrate, critique and summarize facts, concepts and theory in order to translate them into fundamental units of knowledge</li> <li>3. Reading responses that demonstrate basic comprehension, critique and synthesis of course reading</li> <li>4. Field project writing assignment: a preliminary proposal, outline or synopsis of the project; a completed set of field notes; a final paper that contextualizes,</li> </ol> | <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Multiple choice questions designed to test for basic subject and topical competency.</li> <li>2. Essay examinations and comprehensive final examination, all of which are composed of concept based questions which will require the student to demonstrate the ability to integrate, critique and summarize facts, concepts and theory in order to translate them into fundamental units of knowledge</li> <li>3. Reading responses that demonstrate basic comprehension, critique and synthesis of course reading</li> <li>4. Field project writing assignment: a preliminary proposal, outline or synopsis of the project; a completed set of field notes; a final paper that contextualizes, presents and</li> </ol> |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | <p>presents and analyses field data; completed projects demonstrate the student's growth in synthesizing and analyzing ethnographic data anthropologically</p> <p>5. Participation in and contribution toward classroom discussions and collaborative group written analytical work involving comparative source materials</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. Conceptualize, create and develop educational exhibit(s) to engage fellow students and visiting communities about applied anthropology</p> | <p>analyses field data; completed projects demonstrate the student's growth in synthesizing and analyzing ethnographic data anthropologically. Instructors provide examples of strong and/or successful assignments to clarify expectations for all students</p> <p>5. Participation in and contribution toward classroom discussions and collaborative group written analytical work involving comparative source materials</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. Conceptualize, create and develop educational exhibit(s) to engage fellow students and visiting communities about applied</p> |



| Changed                                                                           | Field                                                                   | Current Version                                                                                                                                                                          | Proposed Version                                                                                                                                                                       |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                   |                                                                         |                                                                                                                                                                                          | anthropology.<br>Instructors<br>provide<br>examples of<br>strong and/or<br>successful<br>assignments to<br>clarify<br>expectations for<br>all students.                                |
|  | <b>Essential Student<br/>Materials/Essential<br/>College Facilities</b> | <b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None.</li></ul> | <b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None</li></ul> |

| Changed                                                                                                                                                                                                                                                                                                                            | Field                                                                                                              | Current Version                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                             |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
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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>Brown, Peter J. and Barett Ron. Understanding and Applying Medical Anthropology. 3rd Ed. Taylor and Francis. 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    | Brown, Peter J. and Barett Ron. Understanding and Applying Medical Anthropology. 3rd Ed. Taylor and Francis. 2016                            | Publisher    | No value | Date/Edition | No value | ISBN                                                                                                                                                                                                                                                                                                                                          | No value | <table><tr><td>Title</td><td>Medical Anthropology: A Biocultural Approach.</td></tr><tr><td>Author</td><td>Wiley, Andrea S., and John S. Allen.</td></tr><tr><td>Publisher</td><td>Oxford University Press</td></tr><tr><td>Date/Edition</td><td>4th ed. 2023.</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>                                     | Title  | Medical Anthropology: A Biocultural Approach.                              | Author    | Wiley, Andrea S., and John S. Allen.                          | Publisher    | Oxford University Press | Date/Edition | 4th ed. 2023. | ISBN | No value |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                                    | Publisher                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                     |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                                    | Date/Edition                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                     |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                                    | ISBN                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                     |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                                    | ISBN                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                     |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
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| Title                                                                                                                                                                                                                                                                                                                              | Introducing Health Anthropology: A Discipline in Action                                                            |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Author                                                                                                                                                                                                                                                                                                                             | Singer, Merrill, Hans A. Baer, Debbi Long, and Alex Pavlotski                                                      |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                          | Rowman & Littlefield                                                                                               |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                       | 4th ed. 2024.                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| ISBN                                                                                                                                                                                                                                                                                                                               | No value                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>McElroy, Ann and Townsend, Patricia. Medical Anthropology in Ecological Perspective. Sixth Edition. Routledge 2018</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td> </td><td> </td></tr></table> | Title                                                                                                              | No value                                                                                                                                                                                                                                                                                                                                                               | Author                                                                                                                                       | McElroy, Ann and Townsend, Patricia. Medical Anthropology in Ecological Perspective. Sixth Edition. Routledge 2018 | Publisher | No value                                                                                                                                     | Date/Edition | No value |              |          | <table><tr><td>Title</td><td>A Companion to Medical Anthropology.</td></tr><tr><td>Author</td><td>Singer, Merrill, Pamela I. Erickson, and César E. Abadía-Barrero, editors.</td></tr><tr><td>Publisher</td><td>Wiley-Blackwell</td></tr><tr><td>Date/Edition</td><td>2nd ed., 2022.</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title    | A Companion to Medical Anthropology.                                                                                                                                                                                                                                                                                                                        | Author | Singer, Merrill, Pamela I. Erickson, and César E. Abadía-Barrero, editors. | Publisher | Wiley-Blackwell                                               | Date/Edition | 2nd ed., 2022.          | ISBN         | No value      |      |          |
| Title                                                                                                                                                                                                                                                                                                                              | No value                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Author                                                                                                                                                                                                                                                                                                                             | McElroy, Ann and Townsend, Patricia. Medical Anthropology in Ecological Perspective. Sixth Edition. Routledge 2018 |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                          | No value                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                       | No value                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
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| Title                                                                                                                                                                                                                                                                                                                              | A Companion to Medical Anthropology.                                                                               |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Author                                                                                                                                                                                                                                                                                                                             | Singer, Merrill, Pamela I. Erickson, and César E. Abadía-Barrero, editors.                                         |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                          | Wiley-Blackwell                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                       | 2nd ed., 2022.                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| ISBN                                                                                                                                                                                                                                                                                                                               | No value                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td> </td></tr><tr><td>Publisher</td><td> </td></tr><tr><td>Date/Edition</td><td> </td></tr><tr><td> </td><td> </td></tr></table>                                                                                                                                | Title                                                                                                              | No value                                                                                                                                                                                                                                                                                                                                                               | Author                                                                                                                                       |                                                                                                                    | Publisher |                                                                                                                                              | Date/Edition |          |              |          | <table><tr><td>Title</td><td>Critical Medical Anthropology: Perspectives in and from Latin America</td></tr><tr><td> </td><td> </td></tr></table>                                                                                                                                                                                             | Title    | Critical Medical Anthropology: Perspectives in and from Latin America                                                                                                                                                                                                                                                                                       |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Title                                                                                                                                                                                                                                                                                                                              | No value                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Author                                                                                                                                                                                                                                                                                                                             |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                          |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                       |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
| Title                                                                                                                                                                                                                                                                                                                              | Critical Medical Anthropology: Perspectives in and from Latin America                                              |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |                                                                                                                    |           |                                                                                                                                              |              |          |              |          |                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                             |        |                                                                            |           |                                                               |              |                         |              |               |      |          |
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| Changed | Field | Current Version                                                                                                                                                          | Proposed Version                                                                      |
|---------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|         |       | <b>ISBN</b> No value                                                                                                                                                     | <b>Author</b> Gamlin, Jennie, Sahra Gibbon, Paola M. Sesia, and Lina Berrío, editors. |
|         |       | <b>Title</b> No value                                                                                                                                                    |                                                                                       |
|         |       | <b>Author</b> Singer, Merrill, Baer, Hans, Long,Debbi and Pavlotski, Alex. Introducing Medical Anthropology: A Discipline in Action. 3nd Ed. Rowman and Littlefield 2019 | <b>Publisher</b> UCL Press                                                            |
|         |       |                                                                                                                                                                          | <b>Date/Edition</b> 2020.                                                             |
|         |       |                                                                                                                                                                          | <b>ISBN</b> No value                                                                  |
|         |       |                                                                                                                                                                          | <b>Title</b> Medical Anthropology in Ecological Perspective.                          |
|         |       |                                                                                                                                                                          | <b>Author</b> McElroy, Ann and Townsend, Patricia.                                    |
|         |       |                                                                                                                                                                          | <b>Publisher</b> Routledge 2018                                                       |
|         |       |                                                                                                                                                                          | <b>Date/Edition</b> Sixth Edition.                                                    |
|         |       |                                                                                                                                                                          | <b>ISBN</b> No value                                                                  |
|         |       | <b>Title</b> No value                                                                                                                                                    |                                                                                       |
|         |       | <b>Author</b> Wiley, Andrea S.Medical Anthropology: A Biocultural Approach. Third Edition. Oxford University Press 2017                                                  |                                                                                       |
|         |       | <b>Publisher</b> No value                                                                                                                                                |                                                                                       |
|         |       | <b>Date/Edition</b> No value                                                                                                                                             |                                                                                       |
|         |       | <b>ISBN</b> No value                                                                                                                                                     |                                                                                       |

| Changed | Field | Current Version | Proposed Version |
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**Suggested  
Reading List**

No value

**Reading List** Lupton, Debrorah. Medicine as Culture: Illness, Disease and the Body. Sage Publications 2012

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

**Reading List** Hahn, Robert A. and Inhorn, Marcia C. Anthropology and Public Health: Bridging differences in Culture and Society. 2nd Ed, Oxford University Press, 2008

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

**Reading List** Birn, Anne-Emanuelle , Pillay, Yogan and Holtz, Timothy. Textbook of International Health: Global Health in a Changing World. 3rd Ed. Oxford University Press 2009

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

| Changed | Field | Current Version                                                                                                                                    | Proposed Version |
|---------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|         |       | <div><div>Reading List</div><div>Dettwyler, Katherine A.<br/>Dancing Skeletons: Life and Death in West Africa.<br/>Waveland Press 1994</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"> <li>• Evaluate the immense scope of the multi-faceted discipline of anthropology and examine the interrelationships between basic areas of inquiry: physical anthropology, cultural anthropology, archaeology/prehistory, linguistic anthropology and applied anthropology</li> <li>• Assess the historical development of medical anthropology as an academic discipline and its practical applications, giving particular attention to the significant contributions and perspectives of women, minorities, subaltern, and non-Western cultural anthropologists.</li> <li>• Investigate cross cultural definitions of health, illness, disease and healing.</li> <li>• Assess the role of bio-medicine, indigenous medical systems and folk medicine in pre- and post industrial societies to explain the causes of illness and treat sickness.</li> <li>• Evaluate issues of sex/gender in child growth, health and aging.</li> <li>• Evaluate how socio-economic inequality, race and ethnicity lead to health disparities.</li> <li>• Assess the various health care systems, health policy, planning, and education.</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate the immense scope of the multi-faceted discipline of anthropology and examine the interrelationships between basic areas of inquiry: physical anthropology, cultural anthropology, archaeology/prehistory, linguistic anthropology and applied anthropology.</li> <li>• Assess the historical development of medical anthropology as an academic discipline and its practical applications, giving particular attention to the significant contributions and perspectives of women, minorities, subaltern, and non-Western cultural anthropologists.</li> <li>• Investigate cross cultural definitions of health, illness, disease and healing.</li> <li>• Assess the role of bio-medicine, indigenous medical systems and folk medicine in pre- and post industrial societies to explain the causes of illness and treat sickness.</li> <li>• Evaluate issues of sex/gender in child growth, health and aging.</li> <li>• Evaluate how socio-economic inequality, race and ethnicity lead to health disparities.</li> <li>• Assess the various health care systems, health policy, planning, and education.</li> </ul> |

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|              |                                 |                                                                                                                                            |                                 |                                                                                                                                            |
|--------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CSLOs</b> | <b>CSLOs</b>                    | Practice and apply understandings of an evolutionary perspective to changing relationships between human societies, ecologies and illness. | <b>CSLOs</b>                    | Practice and apply understandings of an evolutionary perspective to changing relationships between human societies, ecologies and illness. |
|              | <b>Expected SLO Performance</b> | 0.0                                                                                                                                        | <b>Expected SLO Performance</b> | 0.0                                                                                                                                        |
|              | <b>CSLOs</b>                    | Analyze and interpret methods and practice of medical anthropology.                                                                        | <b>CSLOs</b>                    | Analyze and interpret methods and practice of medical anthropology.                                                                        |
|              | <b>Expected SLO Performance</b> | 0.0                                                                                                                                        | <b>Expected SLO Performance</b> | 0.0                                                                                                                                        |
|              | <b>CSLOs</b>                    | Apply anthropological principles for solving human issues at the local, regional and international level.                                  | <b>CSLOs</b>                    | Apply anthropological principles for solving human issues at the local, regional and international level.                                  |
|              | <b>Expected SLO Performance</b> | 0.0                                                                                                                                        | <b>Expected SLO Performance</b> | 0.0                                                                                                                                        |

## Course Outline

| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <p>1. Evaluate the immense scope of the multi-faceted discipline of anthropology and examine the interrelationships between basic areas of inquiry: physical anthropology, cultural anthropology, archaeology/prehistory, linguistic anthropology and applied anthropology</p> <ol style="list-style-type: none"> <li>1. Demonstrate anthropology as a science and a humanistic discipline; understand its breadth, especially its interest in global diversity</li> <li>2. Assess the role of five major subfields in anthropology in understanding humans spatially and temporally</li> <li>3. Apply anthropology to vital issues and new challenges facing humans such as globalization, new medical technologies, revitalization and new religious movements, technologies of digital communication and virtual reality, etc.</li> </ol> <p>2. Assess the historical development of medical anthropology as an academic discipline and its practical applications, giving particular attention to the significant contributions and perspectives of women, minorities, subaltern, and non-Western cultural anthropologists.</p> <ol style="list-style-type: none"> <li>1. Examine the historical and national development of medical anthropology</li> <li>2. Assess the relationship of Medical anthropology to anthropology, to other health related disciplines and determine its</li> </ol> | <p>1. Evaluate the immense scope of the multi-faceted discipline of anthropology and examine the interrelationships between basic areas of inquiry: physical anthropology, cultural anthropology, archaeology/prehistory, linguistic anthropology and applied anthropology.</p> <ol style="list-style-type: none"> <li>1. Demonstrate anthropology as a science and a humanistic discipline; understand its breadth, especially its interest in global diversity</li> <li>2. Assess the role of five major subfields in anthropology in understanding humans spatially and temporally</li> <li>3. Apply anthropology to vital issues and new challenges facing humans such as globalization, new medical technologies, revitalization and new religious movements, technologies of digital communication and virtual reality, etc.</li> </ol> <p>2. Assess the historical development of medical anthropology as an academic discipline and its practical applications, giving particular attention to the significant contributions and perspectives of women, minorities, subaltern, and non-Western cultural anthropologists.</p> <ol style="list-style-type: none"> <li>1. Examine the historical and national development of medical anthropology</li> <li>2. Assess the relationship of Medical anthropology to anthropology, to other health related disciplines and determine its</li> </ol> |



| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | <p>contributions to health issues and public health</p> <p>3. Focus on increasing contributions by medical anthropologists cross culturally, people of color, and from the non-Western world</p> <p>3. Investigate cross cultural definitions of health, illness, disease and healing.</p> <p>1. Examine the concept of health and illness cross culturally and the challenge of defining it as a universal concept</p> <p>2. investigate the difference between disease, illness and sickness in a socio-cultural context and their relationship to each other</p> <p>3. Examine the theories of disease or illness i.e. folk understanding, supernatural causation and the sufferer experience across cultures.</p> <p>4. Assess the role of bio-medicine, indigenous medical systems and folk medicine in pre- and post industrial societies to explain the causes of illness and treat sickness.</p> <p>1. Examine the difference between bio-medicine and ethnomedicine and their role is preventing and managing disease cross-culturally</p> <p>2. Investigate how the many indigenous and folk medical systems, and non-biomedical systems seek to establish harmony between the humans, supernatural and natural realms.</p> <p>3. Examine the methodologies used to study disease etiology,</p> | <p>contributions to health issues and public health</p> <p>3. Focus on increasing contributions by medical anthropologists cross culturally, people of color, and from the non-Western world</p> <p>3. Investigate cross cultural definitions of health, illness, disease and healing.</p> <p>1. Examine the concept of health and illness cross culturally and the challenge of defining it as a universal concept</p> <p>2. investigate the difference between disease, illness and sickness in a socio-cultural context and their relationship to each other</p> <p>3. Examine the theories of disease or illness i.e. folk understanding, supernatural causation and the sufferer experience across cultures.</p> <p>4. Assess the role of bio-medicine, indigenous medical systems and folk medicine in pre- and post industrial societies to explain the causes of illness and treat sickness.</p> <p>1. Examine the difference between bio-medicine and ethnomedicine and their role is preventing and managing disease cross-culturally</p> <p>2. Investigate how the many indigenous and folk medical systems, and non-biomedical systems seek to establish harmony between the humans, supernatural and natural realms.</p> <p>3. Examine the methodologies used to study disease etiology,</p> |

| Changed | Field | Current Version                                                                                                                                                                                | Proposed Version                                                                                                                                                                               |
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|         |       | experience of suffering and the provision of health services                                                                                                                                   | experience of suffering and the provision of health services                                                                                                                                   |
|         |       | 5. Evaluate issues of sex/gender in child growth, health and aging.                                                                                                                            | 5. Evaluate issues of sex/gender in child growth, health and aging.                                                                                                                            |
|         |       | 1. Understand the complex bio-cultural nature of pregnancy and birth cross culturally                                                                                                          | 1. Understand the complex bio-cultural nature of pregnancy and birth cross culturally                                                                                                          |
|         |       | 2. Examine the medicalization of Women's health and reproductive health in a bio-cultural context.                                                                                             | 2. Examine the medicalization of Women's health and reproductive health in a bio-cultural context.                                                                                             |
|         |       | 3. Understand the concept of "mothering" and how it is influenced by evolutionary and cultural forces                                                                                          | 3. Understand the concept of "mothering" and how it is influenced by evolutionary and cultural forces                                                                                          |
|         |       | 4. Examine how aging, a biological phenomenon, is influenced by cultural patterns such as diet, smoking, stress, social status of the aged, all influence the experience of the aging process. | 4. Examine how aging, a biological phenomenon, is influenced by cultural patterns such as diet, smoking, stress, social status of the aged, all influence the experience of the aging process. |
|         |       | 6. Evaluate how socio-economic inequality, race and ethnicity lead to health disparities.                                                                                                      | 6. Evaluate how socio-economic inequality, race and ethnicity lead to health disparities.                                                                                                      |
|         |       | 1. Understand how chronic stress and social inequality contributes to stress related disease.                                                                                                  | 1. Understand how chronic stress and social inequality contributes to stress related disease.                                                                                                  |
|         |       | 2. Examine the implications of race and ethnicity in health disparities                                                                                                                        | 2. Examine the implications of race and ethnicity in health disparities                                                                                                                        |
|         |       | 3. Explore mental illness from a cross cultural and evolutionary perspective                                                                                                                   | 3. Explore mental illness from a cross cultural and evolutionary perspective                                                                                                                   |
|         |       | 7. Assess the various health care systems, health policy, planning, and education.                                                                                                             | 7. Assess the various health care systems, health policy, planning, and education.                                                                                                             |
|         |       | 1. Discuss the cultural dimensions of illness and the medicalization of social problems in the United States as in non-western societies                                                       | 1. Discuss the cultural dimensions of illness and the medicalization of social problems in the United States as in non-western societies                                                       |
|         |       | 2. Examine the role of health policy in disease and                                                                                                                                            | 2. Examine the role of health policy in disease and                                                                                                                                            |

| Changed | Field                               | Current Version                                       | Proposed Version                                      |
|---------|-------------------------------------|-------------------------------------------------------|-------------------------------------------------------|
|         |                                     | health in a historical context, national and globally | health in a historical context, national and globally |
|         | <b>Lab Component in this Course</b> | No                                                    | No                                                    |
|         | <b>Lab Outline</b>                  | No value                                              | No value                                              |

### Blue Form

| Changed | Questions                                                                                                                                                                                                                                                                               | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>For changes to the units and hours tab;<br/>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.</b> | No Value        | No Value         |
|         | <b>1. Is the unit(s) change required for articulation?</b>                                                                                                                                                                                                                              | No Value        | No Value         |
|         | <b>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.</b>                                                                                                           | No Value        | No Value         |

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

## Req/Adv

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

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

### A-Matrix Form

| Changed                                                                             | Questions                                                                                                                                                                                    | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                     | <b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> | No Value        | No Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  | <b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>                                                                                  | No Value        | Students read and interpret ethnographies, peer-reviewed articles, and cross-cultural case studies on health, healing systems, and medical practices across diverse societies. They analyze multiple anthropological perspectives—including those of women, minorities, subaltern groups, and non-Western scholars—to evaluate definitions of illness, healing, biomedicine, and health disparities. These tasks require comprehension of sophisticated, culturally diverse academic discourse. Course Outline: B |

| Changed | Questions                                                                                                      | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|----------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Objective 2:<br/>Compose essays drawn from personal experience and assigned texts.</b>                      | No Value        | Students write analytical essays and reflection papers comparing their own experiences of health, illness, or medical systems with ethnographic readings. They integrate course texts, theoretical frameworks, and cross-cultural examples to explain medical systems, disease theories, gendered health experiences, and structural inequalities. These assignments combine personal insight with evidence-based anthropological analysis. Course Outline: F                        |
| !       | <b>Objective 3:<br/>Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b> | No Value        | Major writing assignments require proper citation of ethnographies, case studies, and academic sources in MLA format. Students must incorporate in-text citations when discussing authors, cultural examples, and medical anthropological theories. All written work includes a Works Cited page, ensuring students correctly apply MLA conventions throughout the course. Assignments C: Writing                                                                                    |
| !       | <b>Objective 4:<br/>Create syntactically varied sentences that are free of mechanical errors.</b>              | No Value        | Students produce clear, well-edited written assignments, including short essays, discussion posts, and ethnographic reflections. Effective communication is essential for analyzing culturally grounded medical systems, explaining anthropological theories, and presenting cross-cultural comparisons. Strong sentence structure and control of grammar are required to articulate complex ideas about health, inequality, culture, and healing traditions. Assignments C: Writing |

| Changed                                                                           | Questions                                                                                              | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b> | No Value        | Medical anthropology requires students to compare biomedical, folk, indigenous, and cross-cultural healing systems; evaluate competing theories of disease causation; and understand how gender, race, ethnicity, and inequality shape health outcomes. Students examine diverse perspectives from around the world and analyze how cultural context influences medical beliefs, practices, and power dynamics. The course emphasizes critical thinking about multiple, sometimes conflicting viewpoints—central to anthropological analysis. Course Outline: D |

### B-Matrix Form

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

| Changed | Questions                                                                                                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2: Develop analytical ideas and topics for essays.</b>                                                                  | No Value        | No Value         |
|         | <b>Objective 3: Compose and support thesis statements for analytical essays.</b>                                                     | No Value        | No Value         |
|         | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | No Value         |
|         | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | No Value         |
|         | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | No Value         |
|         | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | No Value         |
|         | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | 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 |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2:</b><br><b>Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b> | No Value        | No Value         |
|         | <b>Objective 3:</b><br><b>Produce written work using a cyclical process of multiples drafts and revisions.</b>                                                               | No Value        | No Value         |
|         | <b>Objective 4:</b><br><b>Demonstrate the ability to include a variety of sentence structures in writing.</b>                                                                | No Value        | No Value         |
|         | <b>Objective 5:</b><br><b>Edit compositions to correct errors in the major conventions of Standard Written English.</b>                                                      | 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 |
|---------|--------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:<br/>Develop linear<br/>function<br/>models.</b>                                                          | No Value        | No Value         |
|         | <b>Objective 5:<br/>Use systems of<br/>two linear<br/>equations to<br/>solve real<br/>world<br/>problems.</b>            | No Value        | No Value         |
|         | <b>Objective 6:<br/>Use linear<br/>inequalities in<br/>one variable to<br/>solve real<br/>world<br/>problems.</b>        | No Value        | No Value         |
|         | <b>Objective 7:<br/>Examine<br/>exponential<br/>expressions<br/>and develop<br/>exponential<br/>function<br/>models.</b> | No Value        | No Value         |
|         | <b>Objective 8:<br/>Examine<br/>logarithmic<br/>expressions<br/>and develop<br/>logarithmic<br/>function<br/>models.</b> | No Value        | No Value         |
|         | <b>Objective 9:<br/>Develop<br/>quadratic<br/>function<br/>models to<br/>solve<br/>problems.</b>                         | No Value        | No Value         |

| Changed | Questions                                                                         | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 10:<br/>Investigate the characteristics of rational expressions.</b> | No Value        | No Value         |
|         | <b>Objective 11:<br/>Develop skills to work with radical expressions.</b>         | No Value        | No Value         |

### E-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                                | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1:<br/>Develop, throughout the course as applicable, systematic problem-solving methods.</b>                                                                                                                                                | No Value        | No Value         |

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

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

F-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                  | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>                                                                                                                            | No Value        | No Value         |
|         | <b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>                                                                                                                                                | No Value        | No Value         |



| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                                                                             | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                                                                          | No Value        | No Value         |
|         | <b>Objective 6:</b><br>Use estimation to determine approximate solutions and to check the reasonableness of answers.                                                        | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 8:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                        | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                 | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                       | No Value        | No Value         |
|         | <b>Objective 12:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.</b>                                                                                                                                                                                                                                                            | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |

H-Matrix Form

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

| Changed                                                                           | Questions                                                                                                                                                                                                                                                                                                                                  | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                                   | No Value        | Course Outline A: Evaluate the immense scope of the multi-faceted discipline of anthropology and examine the interrelationships between basic areas of inquiry: physical anthropology, cultural anthropology, archaeology/prehistory, linguistic anthropology and applied anthropology. Course Outline A.1: Demonstrate anthropology as a science and a humanistic discipline; understand its breadth, especially its interest in global diversity. Course Outline A.2: Assess the role of five major subfields in anthropology in understanding humans spatially and temporally.                                                                                                                                                                                                                            |
|  | <b>Criteria 2:</b><br><b>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.)</b> | No Value        | Course Outline F: Evaluate how socio-economic inequality, race and ethnicity lead to health disparities. Course Outline F.2 : Examine the implications of race and ethnicity in health disparities. Written Assignment: Field project: A comprehensive paper in which students will apply anthropological thinking and skills to address health related issues in surrounding communities, nationally or globally. They will employ anthropological field methods to observe, describe, and analyze an issue and apply anthropology. Students are required to immerse themselves in the field worker's role through participant observation, interviews and the collection of narratives. They will evaluate and select sources, critically analyze data, synthesize information, and formulate conclusions. |

| Changed | Questions                                                                                                                                                                                                                                                                     | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                     | No Value        | Course Outline, C.2: Investigate the difference between disease, illness and sickness in a socio-cultural context and their relationship to each other. Course Outline, F.1: Understand how chronic stress and social inequality contributes to stress related disease. Methods of Evaluation: Students analyze and interpret methods and practice of medical anthropology, comparing biomedicine, ethnomedicine, and cross-cultural healing practices.                     |
| !       | <b>Criteria 4:</b><br><b>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.)</b> | No Value        | Course Outline, B.3: Focus on increasing contributions by medical anthropologists cross culturally, people of color, and from the non-Western world. Course Outline, E.2: Examine the medicalization of Women's health and reproductive health in a bio-cultural context. Course Outline, F.2: Examine the implications of race and ethnicity in health disparities.                                                                                                        |
| !       | <b>Criteria 5:</b><br><b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                           | No Value        | Course Outline, B.1: Examine the historical and national development of medical anthropology. Course Outline, A.3: Apply anthropology to vital issues and new challenges facing humans such as globalization, new medical technologies, revitalization and new religious movements, technologies of digital communication and virtual reality. Course Outline, G.2: Examine the role of health policy in disease and health in a historical context, national and globally. |

| Changed                                                                           | Questions                                                                                                                                                                                                                                | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>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.)</b> | No Value        | Course Outline, D.3: Examine the methodologies used to study disease etiology, experience of suffering and the provision of health services.<br>Assignments: Students conduct analysis of real-world case studies involving biomedicine, indigenous healing systems, and cross-cultural health practices. Course Outline, C.3: Examine the theories of disease or illness i.e. folk understanding, supernatural causation and the sufferer experience across cultures. |

### Comments

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

| Changed | Questions                                          | Current Version | Proposed Version |
|---------|----------------------------------------------------|-----------------|------------------|
|         | <b>Stage 9:<br/>Articulation<br/>Officer</b>       | No Value        | No Value         |
|         | <b>Stage 10: De<br/>Anza General<br/>Education</b> | No Value        | No Value         |
|         | <b>Stage 13:<br/>Curriculum<br/>Committee</b>      | No Value        | No Value         |

## CO

| Changed | Questions                                                   | Current Version                                                                                                                                                                         | Proposed Version                                                                                                                                                                        |
|---------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>                     | ANTH 008                                                                                                                                                                                | ANTH 008                                                                                                                                                                                |
|         | <b>Course Status</b>                                        | Non-substantial                                                                                                                                                                         | Non-substantial                                                                                                                                                                         |
|         | <b>Course<br/>Characteristics</b>                           | NA                                                                                                                                                                                      | NA                                                                                                                                                                                      |
|         | <b>Cross-<br/>Listed/Related<br/>Course<br/>Information</b> | NA                                                                                                                                                                                      | NA                                                                                                                                                                                      |
|         | <b>Cross-<br/>Listed/Related<br/>Course ID's</b>            | No Value                                                                                                                                                                                | No Value                                                                                                                                                                                |
|         | <b>DL Approval<br/>Date<br/>(MM/DD/YYYY)</b>                | No Value                                                                                                                                                                                | No Value                                                                                                                                                                                |
|         | <b>Hybrid<br/>Approval Date<br/>(MM/DD/YYYY)</b>            | No Value                                                                                                                                                                                | No Value                                                                                                                                                                                |
|         | <b>Curriculum<br/>Office Notes</b>                          | <ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct</li> </ul> | <ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct</li> </ul> |



| Comments |                                 |                 |                  |
|----------|---------------------------------|-----------------|------------------|
| Changed  | Questions                       | Current Version | Proposed Version |
|          | Stage 2:<br>Department<br>Chair | No Value        | No Value         |

| Changed | Questions    | Current Version | Proposed Version |                          |                    |              |                                                                                                                                  |  | Initiator - Indicate "Y" When Completed or Initiator's Response |
|---------|--------------|-----------------|------------------|--------------------------|--------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------|
| !       | Stage 3: DEI | No Value        | Date             | Tab                      | Part - Field       | Type of Edit | Edit                                                                                                                             |  |                                                                 |
|         |              |                 | 02/26/2026       | Basic Course Information | Course Description | Suggested    | Consider minor revisions to emphasize the knowledge, skills, and abilities students will gain upon the completion of the course. |  | Y                                                               |

| Changed | Questions | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-----------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |           |                 | <div>Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. <b>If there is no representative OER textbook, please let me know in the initiator response box.</b></div> <div>Examples of Primary Texts and References</div> <div>02/26/2026</div> <div>Specifications</div> <div>Required</div> <div>There is no OER available for Medical anthropology and if a text book is used it is low cost. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. <b>Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.</b></div> |

| Changed | Questions | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|-----------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |           |                 | Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this list of assignments! For any of these, do course assignments provide students the opportunity to revise their workbased on instructor feedback, peer feedback, or self-reflection? If yes, consider noting this for the relevant assignment. If not appropriate, please place NA in the initiator response box. |
|         |           | 02/26/2026      | SpecificationsExamples of Primary Texts and ReferencesSuggestedexplanations ofY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|         |           | 02/26/2026      | SpecificationsAssignmentsSuggestedY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Changed | Questions                          | Current Version | Proposed Version |                |                       |              |                                                                                                                                                                                                                                                                                                                                                                     |                                                                 |
|---------|------------------------------------|-----------------|------------------|----------------|-----------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|         |                                    |                 | 02/26/2026       | Specifications | Methods of Evaluation | Suggested    | For any of these evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider adding this to the relevant evaluation method. If not appropriate, please place NA in the initiator response box.                                             | Y                                                               |
|         | Stage 4: Articulation Officer      | No Value        | No Value         |                |                       |              |                                                                                                                                                                                                                                                                                                                                                                     |                                                                 |
| !       | Stage 5: De Anza General Education | No Value        |                  |                |                       |              |                                                                                                                                                                                                                                                                                                                                                                     | Initiator - Indicate "Y" When Completed or Initiator's Response |
|         |                                    |                 | Date             | Tab            | Part - Field          | Type of Edit | Edit                                                                                                                                                                                                                                                                                                                                                                |                                                                 |
|         |                                    |                 | 3/10/2026        | GE Form1       | Criteria              | Required     | Please cite where this comes from (e.g., the outline, assignments, or methods of evaluation). Evaluate the immense scope of the multi-faceted discipline of anthropology and examine the interrelationships between basic areas of inquiry: physical anthropology, cultural anthropology, archaeology/prehistory, linguistic anthropology and applied anthropology. | Y                                                               |
|         |                                    |                 | 3/10/2026        | GE Form2       | Criteria              | Required     | Please cite where all these come from (e.g., the outline, assignments, or methods of evaluation).                                                                                                                                                                                                                                                                   | Y                                                               |

| Changed | Questions                              | Current Version | Proposed Version |          |              |              | Initiator - Indicate "Y" When Completed or Initiator's Response                       |
|---------|----------------------------------------|-----------------|------------------|----------|--------------|--------------|---------------------------------------------------------------------------------------|
| !       | Stage 6: Content Review Matrix Liaison | No Value        | Date             | Tab      | Part - Field | Type of Edit | Initiator - Indicate "Y" When Completed or Initiator's Response                       |
|         |                                        |                 | 3/16/26          | Matrix A |              | Required     | Please indicate where the listed skills/activities/assignments can be found in eLumen |
|         | Stage 7: Dean of Online Learning       | No Value        | No Value         |          |              |              | Y                                                                                     |
|         | Stage 8: SLO Coordinator               | No Value        | No Value         |          |              |              |                                                                                       |
|         | Stage 10: Curriculum Committee         | No Value        | No Value         |          |              |              |                                                                                       |

### Course Administration Codes

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

| Changed | Field                              | Current Version         |
|---------|------------------------------------|-------------------------|
|         | Curriculum ID                      | ANTHD008.               |
|         | Distance Education Approved        | Yes                     |
|         | Board of Trustees Approval Date    |                         |
|         | Curriculum Committee Approval Date | Jun 4, 2019 12:00:00 AM |
|         | Time to Next Review                | Sep 1, 2025 12:00:00 AM |

| Changed | Field                         | Current Version         |
|---------|-------------------------------|-------------------------|
|         | External Review Approval Date | Sep 1, 2020 12:00:00 AM |
|         | Course Control Number         | CCC000617392            |

## Articulation

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

De Anza College

Change Report

03/26/2026

| Summary of Changes   |                                                              |
|----------------------|--------------------------------------------------------------|
| Section              | Changed field                                                |
| General Information  | Faculty Initiator                                            |
| General Information  | Course Title (CB02)                                          |
| General Information  | Effective Term                                               |
| Faculty Requirements | Discipline 1                                                 |
| Faculty Requirements | FSA                                                          |
| Specifications       | Methods of Instruction                                       |
| Specifications       | Methods of Evaluation                                        |
| Specifications       | Essential Student Materials/Essential College Facilities     |
| Specifications       | Examples of Primary Texts and References                     |
| Specifications       | Suggested Reading List                                       |
| Learning Outcomes    | Course Objectives                                            |
| Learning Outcomes    | CSLOs                                                        |
| Course Outline       | Lab Outline                                                  |
| CO                   | DL Approval Date (MM/DD/YYYY)                                |
| CO                   | Hybrid Approval Date (MM/DD/YYYY)                            |
| Comments             | Stage 3: DEI                                                 |
| Comments             | Stage 4: Articulation Officer                                |
| Course Justification | Course Justification                                         |
| DEI Review           | Please check all areas in the COR that address DEI.          |
| DEI Review           | Please summarize the ways in which your course includes DEI. |

| General Information                                                                 |                             |                                                                           |                                                                                      |
|-------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Changed                                                                             | Field                       | Current Version                                                           | Proposed Version                                                                     |
|  | Faculty Initiator           | <ul style="list-style-type: none"><li>Mi Chang</li></ul>                  | <ul style="list-style-type: none"><li>Clare Nguyen</li><li>Pape, Mary</li></ul>      |
|                                                                                     | Course ID (CB01A and CB01B) | CISD21JA                                                                  | CISD21JA                                                                             |
|                                                                                     | Course Control Number       | CCC000266163                                                              | CCC000266163                                                                         |
|  | Course Title (CB02)         | Introduction to x86 Processor Assembly Language and Computer Architecture | Introduction to <del>x86 Processor</del> Assembly Language and Computer Architecture |
|                                                                                     | Short Course Title          | INTRO X86 PROC ASSMBLY LANG                                               | INTRO X86 PROC ASSMBLY LANG                                                          |
|                                                                                     | TOP Code (CB03)             | 0707.10                                                                   | 0707.10 Computer Programming                                                         |
|                                                                                     | CIP Code                    | Computer Programming/Programmer, General                                  | 11.0201 Computer Programming/Programmer, General                                     |



| Changed | Field                    | Current Version                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Department               | CIS - Computer Sci and Info Systems                                                                                                                                                | CIS - Computer Sci and Info Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| !       | Effective Term           | Fall 2025                                                                                                                                                                          | Fall <del>2025</del> 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|         | SAM Priority Code (CB09) | C - Clearly Occupational                                                                                                                                                           | C - Clearly Occupational                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| !       | Course Description       | This course is an introduction to the syntax and semantics of the x86 processor assembly language, standard instruction set, selected macros and directives, and x86 architecture. | This course provides an introduction to the internal organization and operation of computers, exploring how software and hardware interact at the machine level. Students will program in assembly and C languages to understand how high-level language constructs translate to machine-level operations. Topics include number systems and data representation, direct and indirect memory access and memory management, function calls and the stack, basic computer logic design, processor architecture, and support for operating system functions such as I/O, interrupts, and process switching. Through hands-on programming and analysis, students will examine the fundamental tradeoffs involved in architectural design decisions. This course helps students develop a deeper understanding of how computers execute programs, write more efficient code, debug complex issues, and build a strong foundation for careers in systems programming, embedded systems, and computer architecture. |
|         | Course Type (CB27)       | <ul style="list-style-type: none"><li>Lower Division</li></ul>                                                                                                                     | <ul style="list-style-type: none"><li>Lower Division</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         | Mode of Delivery         | <ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>                                                                                                              | <ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Faculty Requirements |              |                 |                                                                             |
|----------------------|--------------|-----------------|-----------------------------------------------------------------------------|
| Changed              | Field        | Current Version | Proposed Version                                                            |
| !                    | Discipline 1 | No value        | <ul style="list-style-type: none"><li>Computer Science</li></ul>            |
|                      | Discipline 2 | No value        | No value                                                                    |
|                      | Discipline 3 | No value        | No value                                                                    |
| !                    | FSA          | No value        | <ul style="list-style-type: none"><li>FHDA FSA - COMPUTER SCIENCE</li></ul> |

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

| Course Justification |  |  |  |
|----------------------|--|--|--|
|                      |  |  |  |

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | This course is the beginning course for a two-course series in Assembly Language Programming. It is a required transfer course for some of the CSUs and UCs, and is transferable to all CSUs and UCs. The course is also a required course for the Systems Programming degree. | This course is <del>the beginning course for UC/CSU transferable and is a two-course series in Assembly Language Programming- CTE course.</del> It is a <u>required transfer course for some of in the CSUs and UCs, and is transferable to all CSUs and UCs- Computer Science for Transfer (Associate in Science for Transfer (A.S.-T.) Degree.</u> The course <del>is also teaches internal organization and operation of computers, and it helps students develop</del> a <u>required course for the Systems Programming degree- deeper understanding of how computers execute programs, write more efficient code, and debug complex issues.</u> |

| Stand-Alone Statement |                              |                 |                  |
|-----------------------|------------------------------|-----------------|------------------|
| Changed               | Field                        | Current Version | Proposed Version |
|                       | <b>Stand-Alone Statement</b> | No value        |                  |

| Course Philosophy |                          |                 |                  |
|-------------------|--------------------------|-----------------|------------------|
| Changed           | Field                    | Current Version | Proposed Version |
|                   | <b>Course Philosophy</b> | No value        |                  |

| CTE Course |                                                           |                 |                  |
|------------|-----------------------------------------------------------|-----------------|------------------|
| Changed    | Field                                                     | Current Version | Proposed Version |
|            | <b>Is this a CTE (Career Technical Education) course?</b> | Yes             | Yes              |

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

| Mirrored Credit/Noncredit Course |                                                    |                 |                  |
|----------------------------------|----------------------------------------------------|-----------------|------------------|
| Changed                          | Field                                              | Current Version | Proposed Version |
|                                  | <b>Is this a mirrored credit/noncredit course?</b> | No              | No               |

| Cross-listed Course |                                       |                 |                  |
|---------------------|---------------------------------------|-----------------|------------------|
| Changed             | Field                                 | Current Version | Proposed Version |
|                     | <b>Is this a cross-listed course?</b> | No              | No               |

## Foothill Equivalency

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

## DEI Review

| Changed                                                                           | Field                                                        | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Please check all areas in the COR that address DEI.          | No value        | <ul style="list-style-type: none"> <li>Basic Course Information - Course Description</li> <li>Specifications - Examples of Primary Texts and References</li> <li>Specifications - Methods of Instruction</li> </ul>                                                                                                                                                                                                                                        |
|                                                                                   | Please summarize the ways in which your course includes DEI. | No value        | <u>The course description clearly shows students the useful skills that they will learn. The Examples of Primary Texts and References include OER material so it's affordable to students and meet universal design course standards. There are multiple Methods of Instruction to accommodate different style learners, and since this is a CTE course, the course materials discuss current and relevant work-related technical topics for students.</u> |

## More Options

| Changed | Field                                           | Current Version                                                                      | Proposed Version                                                                     |
|---------|-------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|         | Basic Skill Status (CB08)                       | Course is not a basic skills course.                                                 | Course is not a basic skills course.                                                 |
|         | Course Prior To College Level                   | Not applicable.                                                                      | Not applicable.                                                                      |
|         | Course Special Class Status (CB13)              | Course is not a special class.                                                       | Course is not a special class.                                                       |
|         | Course Support Status (CB26)                    | Course is not a support course                                                       | Course is not a support course                                                       |
|         | Repeat Limit                                    | 0                                                                                    | 0                                                                                    |
|         | Grade Options                                   | <ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul> | <ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul> |
|         | 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 | <b>Associated Program</b> | Computer Science for Transfer                                                      | Computer Science for Transfer                                                      |
|                             |                           | <b>Award Type</b> Associate in Science for Transfer (A.S.-T.) Degree               | <b>Award Type</b> Associate in Science for Transfer (A.S.-T.) Degree               |
|                             | <b>Associated Program</b> | Liberal Arts (Business and Computer Information Systems Emphasis)                  | Liberal Arts (Business and Computer Information Systems Emphasis)                  |
|                             |                           | <b>Award Type</b> Associate in Arts (A.A.) Degree                                  | <b>Award Type</b> Associate in Arts (A.A.) Degree                                  |
|                             | <b>Associated Program</b> | Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) | Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) |
|                             |                           | <b>Award Type</b> Associate in Arts (A.A.) Degree                                  | <b>Award Type</b> Associate in Arts (A.A.) Degree                                  |
|                             | <b>Associated Program</b> | Liberal Arts (Science, Math and Engineering Emphasis)                              | Liberal Arts (Science, Math and Engineering Emphasis)                              |
|                             |                           | <b>Award Type</b> Associate in Arts (A.A.) Degree                                  | <b>Award Type</b> Associate in Arts (A.A.) Degree                                  |
|                             | <b>Associated Program</b> | Liberal Arts (Science, Math and Engineering Emphasis) (In Development)             | Liberal Arts (Science, Math and Engineering Emphasis) (In Development)             |
|                             |                           | <b>Award Type</b> Associate in Arts (A.A.) Degree                                  | <b>Award Type</b> Associate in Arts (A.A.) Degree                                  |
|                             | <b>Associated Program</b> | Network Programming                                                                | Network Programming                                                                |
|                             |                           | <b>Award Type</b> Certificate of Achievement-Advanced (COA-A)                      | <b>Award Type</b> Certificate of Achievement-Advanced (COA-A)                      |
|                             | <b>Associated Program</b> | Network Programming                                                                | Network Programming                                                                |
|                             |                           | <b>Award Type</b> Associate in Arts (A.A.) Degree                                  | <b>Award Type</b> Associate in Arts (A.A.) Degree                                  |
|                             | <b>Associated Program</b> | Network Programming (In Development)                                               | Network Programming (In Development)                                               |
|                             |                           | <b>Award Type</b> Associate in Arts (A.A.) Degree                                  | <b>Award Type</b> Associate in Arts (A.A.) Degree                                  |
|                             | <b>Associated Program</b> | Network Programming (In Development)                                               | Network Programming (In Development)                                               |
|                             |                           | <b>Award Type</b> Certificate of Achievement-Advanced (COA-A)                      | <b>Award Type</b> Certificate of Achievement-Advanced (COA-A)                      |
|                             | <b>Associated Program</b> | Systems Programming                                                                | Systems Programming                                                                |
|                             |                           | <b>Award Type</b> Certificate of Achievement-Advanced (COA-A)                      | <b>Award Type</b> Certificate of Achievement-Advanced (COA-A)                      |

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eLumen

| Changed | Field | Current Version                                                                         | Proposed Version                                                                        |
|---------|-------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|         |       | <div><div>Associated Program</div><div>Systems Programming</div></div>                  | <div><div>Associated Program</div><div>Systems Programming</div></div>                  |
|         |       | <div><div>Award Type</div><div>Associate in Arts (A.A.) Degree</div></div>              | <div><div>Award Type</div><div>Associate in Arts (A.A.) Degree</div></div>              |
|         |       | <div><div>Associated Program</div><div>Systems Programming (In Development)</div></div> | <div><div>Associated Program</div><div>Systems Programming (In Development)</div></div> |
|         |       | <div><div>Award Type</div><div>Certificate of Achievement-Advanced (COA-A)</div></div>  | <div><div>Award Type</div><div>Certificate of Achievement-Advanced (COA-A)</div></div>  |
|         |       | <div><div>Associated Program</div><div>Systems Programming (In Development)</div></div> | <div><div>Associated Program</div><div>Systems Programming (In Development)</div></div> |
|         |       | <div><div>Award Type</div><div>Associate in Arts (A.A.) Degree</div></div>              | <div><div>Award Type</div><div>Associate in Arts (A.A.) Degree</div></div>              |

| 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) | B                                                                                                                                                                                                                                | B                                                                                                                                                                                                                                |
|                                    | Transfer Status                        | Approved                                                                                                                                                                                                                         | Approved                                                                                                                                                                                                                         |
|                                    | GE Information                         | <div><div>System/Institution</div><div>C-ID</div></div> <div><div>Area(s)</div><div><ul style="list-style-type: none"><li>COMP - Approved.</li></ul></div></div> <div><div>-</div><div>C-ID COMP 142</div></div>                 | <div><div>System/Institution</div><div>C-ID</div></div> <div><div>Area(s)</div><div><ul style="list-style-type: none"><li>COMP - Approved.</li></ul></div></div> <div><div>-</div><div>C-ID COMP 142</div></div>                 |
|                                    |                                        | <div><div>System/Institution</div><div>De Anza GE - Supplemental</div></div> <div><div>Area(s)</div><div><ul style="list-style-type: none"><li>2G4M - Approved.</li></ul></div></div> <div><div>-</div><div>No value</div></div> | <div><div>System/Institution</div><div>De Anza GE - Supplemental</div></div> <div><div>Area(s)</div><div><ul style="list-style-type: none"><li>2G4M - Approved.</li></ul></div></div> <div><div>-</div><div>No value</div></div> |

| 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                |

| 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                          | 162             | 162              |
|         | 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              |
|         | 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.   |

| 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 | 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>Methods of Instruction<br/>Lecture and visual aids<br/>Discussion of assigned reading<br/>Discussion and problem solving performed in class<br/>Quiz and examination review performed in class<br/>Homework and extended projects<br/>Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises<br/>Collaborative learning and small group exercises</div></div> | <div><div>Methods of Instruction</div><div>Methods of Instruction<br/>Lecture and visual aids<br/>Discussion of assigned reading<br/>Discussion and problem solving performed in class<br/>Quiz and examination review<br/>Homework and extended projects<br/>Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises<br/>Collaborative learning and small group exercises</div></div> |



| Changed | Field                                                    | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Assignments                                              | <ol style="list-style-type: none"> <li>1. Reading from textbook and lecture notes</li> <li>2. Homework assignments to practice deducing outcomes of given assembly instructions, investigate architectural components of the x86 microprocessors, and evaluate and convert numeric data representation</li> <li>3. At least 5 - 7 programming assignments in x86 assembly code that implement one or more of the following concepts: <ol style="list-style-type: none"> <li>1. x86 architectural components memory and registers, and using different x86 data representation</li> <li>2. Macros and procedures, and with direct and indirect memory access</li> <li>3. Branching instructions to support control structures</li> <li>4. Arithmetic implementation and data representation</li> <li>5. Bitwise instructions</li> </ol> </li> </ol>                                                                                                                                                                       | <ol style="list-style-type: none"> <li>1. Reading from textbook and lecture notes</li> <li>2. Homework assignments to practice deducing outcomes of given instructions, investigate architectural components, numeric data representation</li> <li>3. At least 5 - 8 programming assignments in assembly code that implement one or more of the following concepts: <ol style="list-style-type: none"> <li>1. Memory and registers, using different data representation</li> <li>2. Procedures and the run time stack</li> <li>3. Branching instructions to support control structures</li> <li>4. Arithmetic implementation and data representation</li> <li>5. Bitwise instructions</li> </ol> </li> </ol>                                                                                                                                                                                                                                                                                                                         |
| !       | Methods of Evaluation                                    | <div> <p><b>Methods of Evaluation</b></p> <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Evaluation of programming assignments for completeness, correctness, and efficiency of x86 assembly code and design</li> <li>2. Evaluation of homework assignments for completeness and correctness of x86 assembly code analysis, debugging, and development, and for correctness of evaluating data representation in theory and in memory</li> <li>3. One or more written midterm exams that includes programming problems to determine proficiency in analyzing and debugging assembly code, and multiple choice theory questions to determine proficiency on evaluating data representation and architectural components</li> <li>4. Comprehensive written final exam to determine proficiency in evaluating, analyzing, and debugging code, and multiple choice theory questions to determine proficiency in evaluating data representation and architectural components</li> </ol> </div> | <div> <p><b>Methods of Evaluation</b></p> <p>Methods of Evaluation</p> <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Programming assignments are evaluated for completeness, correctness, and efficiency of assembly code and C code design and implementation</li> <li>2. Homework assignments are evaluated for completeness and correctness in assembly analysis, debugging, and development, and for correctness of evaluating data representation in theory and in memory</li> <li>3. One or more midterm exams that includes programming problems to determine proficiency in analyzing and debugging assembly code, and multiple choice theory questions to determine proficiency on evaluating data representation and architectural components</li> <li>4. Comprehensive final exam that includes evaluating, analyzing, and debugging code, and multiple choice theory questions to determine proficiency in evaluating data representation and architectural components</li> </ol> </div> |
| !       | Essential Student Materials/Essential College Facilities | <p><b>Essential Student Materials:</b></p> <ul style="list-style-type: none"> <li>• None.</li> </ul> <p><b>Essential College Facilities:</b></p> <ul style="list-style-type: none"> <li>• Computer lab with x86 based computers running the Windows Operating System and MASM Assembler</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Essential Student Materials:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>Essential College Facilities:</b></p> <ul style="list-style-type: none"> <li>• Computer lab with emulator installed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Changed                             | Field                                    | Current Version                                                                                                                                                                                                                                                                                                                          | Proposed Version                                                                                                                                                                                             |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
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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>Irvine, Kip. "Assembly Language for x86 Computers," 8th Edition. ISBN: 978-0135381656, Prentice-Hall, 2019</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>     | Title                                                                                                                                                                                                        | No value                                                                                                                                                                                                     | Author                              | Irvine, Kip. "Assembly Language for x86 Computers," 8th Edition. ISBN: 978-0135381656, Prentice-Hall, 2019 | Publisher | No value | Date/Edition | No value         | ISBN | No value       | <table><tr><td>Title</td><td>RISC-V Assembly Programming</td></tr><tr><td>Author</td><td>Robert Winkler</td></tr><tr><td>Publisher</td><td>Creative Commons BY-NC-SA 4.0</td></tr><tr><td>Date/Edition</td><td>April 2, 2025</td></tr><tr><td>ISBN</td><td>https://www.robertwinkler.com/projects/</td></tr></table> | Title | RISC-V Assembly Programming | Author | Robert Winkler | Publisher | Creative Commons BY-NC-SA 4.0 | Date/Edition | April 2, 2025 | ISBN | https://www.robertwinkler.com/projects/ |
|                                     |                                          | Title                                                                                                                                                                                                                                                                                                                                    | No value                                                                                                                                                                                                     |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
|                                     |                                          | Author                                                                                                                                                                                                                                                                                                                                   | Irvine, Kip. "Assembly Language for x86 Computers," 8th Edition. ISBN: 978-0135381656, Prentice-Hall, 2019                                                                                                   |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
|                                     |                                          | Publisher                                                                                                                                                                                                                                                                                                                                | No value                                                                                                                                                                                                     |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
|                                     |                                          | Date/Edition                                                                                                                                                                                                                                                                                                                             | No value                                                                                                                                                                                                     |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
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| Title                               | RISC-V Assembly Programming              |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                              |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
| Author                              | Robert Winkler                           |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                              |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
| Publisher                           | Creative Commons BY-NC-SA 4.0            |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                              |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
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| ISBN                                | https://www.robertwinkler.com/projects/  |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                              |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
|                                     |                                          | <table><tr><td>Title</td><td>RISC-V Assembly Language Program</td></tr><tr><td>Author</td><td>Stephen Smith</td></tr><tr><td>Publisher</td><td>Apress</td></tr><tr><td>Date/Edition</td><td>February 9, 2024</td></tr><tr><td>ISBN</td><td>979-8868801365</td></tr></table>                                                              | Title                                                                                                                                                                                                        | RISC-V Assembly Language Program                                                                                                                                                                             | Author                              | Stephen Smith                                                                                              | Publisher | Apress   | Date/Edition | February 9, 2024 | ISBN | 979-8868801365 |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
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| Author                              | Stephen Smith                            |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                              |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
| Publisher                           | Apress                                   |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                              |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
| Date/Edition                        | February 9, 2024                         |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                              |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
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|                                     |                                          | <table><tr><td>Title</td><td>Computer Organization and Design RI</td></tr><tr><td>Author</td><td>David Patterson, John Hennessy</td></tr><tr><td>Publisher</td><td>Elsevier</td></tr><tr><td>Date/Edition</td><td>2nd edition</td></tr><tr><td>ISBN</td><td>978-0128203316</td></tr></table>                                             | Title                                                                                                                                                                                                        | Computer Organization and Design RI                                                                                                                                                                          | Author                              | David Patterson, John Hennessy                                                                             | Publisher | Elsevier | Date/Edition | 2nd edition      | ISBN | 978-0128203316 |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
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| Author                              | David Patterson, John Hennessy           |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                              |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
| Publisher                           | Elsevier                                 |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                              |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
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| !                                   | Suggested Reading List                   | <table><tr><td>Reading List</td><td>Intel 64 and IA-32 Architectures Software Developer’s Manuals. <a href="http://developer.intel.com/products/processor/manuals/index.htm">http://developer.intel.com/products/processor/manuals/index.htm</a></td></tr><tr><td>May include, but are not limited to</td><td>No value</td></tr></table> | Reading List                                                                                                                                                                                                 | Intel 64 and IA-32 Architectures Software Developer’s Manuals. <a href="http://developer.intel.com/products/processor/manuals/index.htm">http://developer.intel.com/products/processor/manuals/index.htm</a> | May include, but are not limited to | No value                                                                                                   | No value  |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
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| May include, but are not limited to | No value                                 |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                              |                                                                                                                                                                                                              |                                     |                                                                                                            |           |          |              |                  |      |                |                                                                                                                                                                                                                                                                                                                      |       |                             |        |                |           |                               |              |               |      |                                         |
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| Learning Outcomes |                   |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Changed           | Field             | Current Version                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| !                 | Course Objectives | <ul style="list-style-type: none"><li>Evaluate architectural components</li><li>Investigate computer data representation and convert from one numeric representation to another</li><li>Deduce hardware values resulting from a given machine instruction</li><li>Write assembly programs for x86 processors</li><li>Write simple macros</li><li>Evaluate efficiencies in programming</li></ul> | <ul style="list-style-type: none"><li>Analyze computer organization.</li><li>Examine processor design and operations.</li><li>Investigate memory systems.</li><li>Convert data between different representations.</li><li>Apply instruction set architecture to write assembly programs.</li><li>Implement function mechanisms.</li><li>Investigate memory and data structures.</li><li>Create C programming solutions.</li><li>Integrate C and assembly code.</li></ul> |

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| !       | CSLOs | <div><div>CSLOs</div><div>Investigate architectural components and design of microprocessors as well as evaluate and formulate computer and numeric data representation.</div></div> | <div><div>CSLOs</div><div>Investigate architectural components and design of microprocessors as well as evaluate and formulate computer and numeric data representation.</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>Design, code, document, analyze, debug, and test introductory level assembly programs for the x86 family of processors.</div></div>                        | <div><div>CSLOs</div><div>Design, code, document, analyze, debug, and test introductory level assembly programs and integrate assembly and C code.</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 |
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| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| !       | Course Content | <ol style="list-style-type: none"> <li>Evaluate architectural components               <ol style="list-style-type: none"> <li>CPU</li> <li>Memory</li> <li>Registers</li> <li>Flags set by hardware</li> <li>Relationship to high level language software and to the operating system software</li> <li>Instruction categories</li> <li>Addressing modes                   <ol style="list-style-type: none"> <li>Immediate</li> <li>Register</li> <li>Memory</li> </ol> </li> </ol> </li> <li>Investigate computer data representation and convert from one numeric representation to another               <ol style="list-style-type: none"> <li>Binary</li> <li>Hexadecimal</li> <li>Conversions between numeric representations</li> <li>Character</li> <li>Strings</li> </ol> </li> <li>Deduce hardware values resulting from a given machine instruction               <ol style="list-style-type: none"> <li>Syntax</li> <li>Data transfer instructions</li> <li>Binary integer arithmetic</li> <li>Conditional branching                   <ol style="list-style-type: none"> <li>Hardware level</li> <li>Extended mnemonics</li> <li>Unconditional Jump</li> <li>Conditional Jump</li> </ol> </li> <li>Array access</li> <li>String processing instructions</li> <li>Bit-Level instructions</li> <li>Run time stack instructions</li> <li>Instructions for higher-level models                   <ol style="list-style-type: none"> <li>16-bit instructions and usage</li> <li>32-bit instructions and usage</li> </ol> </li> </ol> </li> <li>Write assembly programs for x86 processors               <ol style="list-style-type: none"> <li>Syntax</li> <li>Variables and constants                   <ol style="list-style-type: none"> <li>Declarations</li> <li>Redefinition</li> <li>Conversion between types</li> </ol> </li> <li>Subroutine call and return                   <ol style="list-style-type: none"> <li>Parameter passing</li> <li>Save and restore conventions</li> <li>Local variables</li> </ol> </li> <li>Copying instructions</li> <li>Binary integer arithmetic</li> <li>Conditional branching                   <ol style="list-style-type: none"> <li>Hardware level</li> <li>Extended mnemonics</li> <li>If and If...Else...</li> </ol> </li> <li>Looping                   <ol style="list-style-type: none"> <li>While construct</li> <li>For construct</li> <li>Repeat construct</li> </ol> </li> <li>Array access                   <ol style="list-style-type: none"> <li>Direct addressing</li> <li>Indirect addressing</li> </ol> </li> <li>String processing instructions</li> <li>Bit-Level instructions</li> <li>Run time stack instructions</li> <li>Added instructions for higher level models                   <ol style="list-style-type: none"> <li>16-bit instruction usage</li> <li>32-bit instruction usage</li> </ol> </li> </ol> </li> <li>Write simple macros               <ol style="list-style-type: none"> <li>Parameter use</li> <li>Prototype statements</li> <li>Local variables</li> </ol> </li> <li>Evaluate efficiencies in programming               <ol style="list-style-type: none"> <li>Speed</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>Analyze computer organization.               <ol style="list-style-type: none"> <li>CPU organization and components: ALU, control units, registers</li> <li>Memory hierarchy: registers, cache, RAM, storage</li> <li>Input / output system and devices</li> <li>Bus architecture</li> <li>Digital logic fundamentals: boolean algebra, logic gates, combinational logic circuits</li> </ol> </li> <li>Examine processor design and operations.               <ol style="list-style-type: none"> <li>Instruction cycle: fetch, decode, execution, data storage</li> <li>Pipelining concepts</li> </ol> </li> <li>Investigate memory systems.               <ol style="list-style-type: none"> <li>Memory organization and addressing</li> <li>Virtual memory concepts</li> <li>Memory management basics</li> </ol> </li> <li>Convert data between different representations.               <ol style="list-style-type: none"> <li>Numbers</li> <li>Characters and strings</li> <li>Binary</li> <li>Hexadecimal</li> <li>Signed and unsigned</li> <li>Character encoding</li> <li>Binary integer arithmetic</li> </ol> </li> <li>Apply instruction set architecture to write assembly programs.               <ol style="list-style-type: none"> <li>Instruction formats</li> <li>Addressing modes</li> <li>Machine code representation</li> <li>Instruction set                   <ol style="list-style-type: none"> <li>Data transfer instructions</li> <li>Arithmetic instructions</li> <li>Logic instructions</li> <li>Program flow instructions</li> <li>Bitwise instructions</li> </ol> </li> </ol> </li> <li>Implement function mechanisms.               <ol style="list-style-type: none"> <li>Stack operations</li> <li>Register preservation</li> <li>Caller and callee responsibilities</li> </ol> </li> <li>Investigate memory and data structures.               <ol style="list-style-type: none"> <li>Indirect addressing or pointers, and pointer arithmetic</li> <li>Array and array indexing</li> <li>Array memory layout</li> </ol> </li> <li>Create C programming solutions.               <ol style="list-style-type: none"> <li>Syntax</li> <li>Pointers</li> <li>Arrays</li> <li>Memory management</li> </ol> </li> <li>Integrate C and assembly code.               <ol style="list-style-type: none"> <li>Calling convention</li> <li>Stack frame organization and management</li> <li>How C function calls translate to assembly</li> <li>Mixing C and assembly code in the same program</li> <li>Inline assembly in C programs</li> </ol> </li> </ol> |

| Changed | Field                        | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|         |                              | 2. Memory<br>3. Maintenance<br>4. Productivity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|         | Lab Component in this Course | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| !       | Lab Outline                  | 1. Modify and assemble sample programs using MASM; link object code with other library object code; use the debugger to step through instructions and watch memory and register content; explore different memory models; evaluate boolean operations<br>2. Define data of different data types; work with data representation in binary, octal, decimal, hexadecimal; save data in memory vs. registers; define constants; data transfer instructions<br>3. Code arithmetic instructions; observe flags that are set; interpret the result based on the flags; differentiate between signed and unsigned data<br>4. Call library procedures to implement basic data IO; define and call macros to simplify code for IO and basic operations<br>5. Write conditional jump, loop, unconditional jump, compare instructions to implement high level language constructs such as for loop, while loop, if statement<br>6. Write bit-wise instructions for boolean operation and test bits and use the result for conditional processing; use bit-wise operation for shift and rotate of signed and unsigned data<br>7. Code data related operators and directives to work with arrays and structures; use indirect addressing modes: direct offset addressing, register indirect addressing, base index addressing, and base index with displacement addressing to access different types of data structures<br>8. Write stack instructions to manage the run time stack for procedure calls; set the base pointer to the stack frame to access data on the run time stack; set up the stack frame during the procedure call; clean up the stack frame during the procedure return<br>9. Write procedures that pass parameters through registers and through the stack; implement procedures that pass data by address; implement re-entrant procedures<br>10. Write string instructions to manipulate arrays of different types of data | 1. Modify and build sample programs; link object code with other library object code; use the debugger to step through instructions and watch memory and register content; explore different memory models; evaluate boolean operations.<br>2. Define data of different data types; work with data representation in binary, decimal, hexadecimal; save data in memory vs. registers; define constants; data transfer instructions.<br>3. Code arithmetic instructions; observe flags that are set; interpret the result based on the flags; differentiate between signed and unsigned data.<br>4. Call library procedures to implement basic data IO; define and call macros to simplify code for IO and basic operations.<br>5. Write conditional jump, loop, unconditional jump, compare instructions to implement high level language control flow constructs.<br>6. Write bit-wise instructions for boolean operation and test bits and use the result for conditional processing; use bit-wise operation for shift and rotate of signed and unsigned data.<br>7. Code data related operators and directives to work with arrays and structures; use indirect addressing modes to access different types of data structures.<br>8. Write stack instructions to manage the run time stack for procedure calls; set up the stack frame during the procedure call; clean up the stack frame during the procedure return.<br>9. Write procedures that pass parameters through registers and through the stack; implement procedures that pass data by address; implement re-entrant procedures.<br>10. Write instructions to manipulate arrays of different types of data |

## 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):                     | CIS D022B or CIS D22BH or CIS D026A or CIS D035A or CIS D036B or CIS D041A | CIS D022B or CIS D22BH or CIS D026A or CIS D035A or CIS D036B or CIS D041A |
|         | 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                                                                   |

**A-Matrix Form**

| Changed | Questions                                                                                                                                                                                    | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> | No Value        | No Value         |
|         | <b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>                                                                                  | No Value        | No Value         |
|         | <b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>                                                                                                        | No Value        | No Value         |
|         | <b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>                                                                                   | No Value        | No Value         |
|         | <b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>                                                                                                | No Value        | No Value         |
|         | <b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>                                                                                       | No Value        | No Value         |

**B-Matrix Form**

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

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

#### C-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                                            | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>                                                                                                                       | No Value        | No Value         |



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

**D-Matrix Form**

| Changed | Questions                                                                                                                                                                                                                                                    | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                                                     | No Value        | No Value         |
|         | <b>Objective 2: Investigate the use of mathematics in real world.</b>                                                                                                                                                                                        | No Value        | No Value         |
|         | <b>Objective 3: Explore functions.</b>                                                                                                                                                                                                                       | No Value        | No Value         |
|         | <b>Objective 4: Develop linear function models.</b>                                                                                                                                                                                                          | No Value        | No Value         |
|         | <b>Objective 5: Use systems of two linear equations to solve real world problems.</b>                                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                    | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>    | No Value        | No Value         |
|         | <b>Objective 7: Examine exponential expressions and develop exponential function models.</b> | No Value        | No Value         |
|         | <b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b> | No Value        | No Value         |
|         | <b>Objective 9: Develop quadratic function models to solve problems.</b>                     | No Value        | No Value         |
|         | <b>Objective 10: Investigate the characteristics of rational expressions.</b>                | No Value        | No Value         |
|         | <b>Objective 11: Develop skills to work with radical expressions.</b>                        | No Value        | No Value         |

#### E-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                                | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>                                                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>                                                                                                  | No Value        | No Value         |

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

## F-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                  | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>                                                                                                                            | 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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

## De Anza GE Form

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

| Changed | Questions                                                                                                                                                                                                                                | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |

## Comments

| Changed | Questions                                          | Current Version | Proposed Version |
|---------|----------------------------------------------------|-----------------|------------------|
|         | <b>Stage 2: Department Chair</b>                   | No Value        | No Value         |
|         | <b>Stage 3: Division Curriculum Representative</b> | No Value        | No Value         |
|         | <b>Stage 4: Division Dean</b>                      | No Value        | No Value         |
|         | <b>Stage 5: SLO Coordinator</b>                    | No Value        | No Value         |
|         | <b>Stage 7: Content Review Matrix Liaison</b>      | No Value        | No Value         |
|         | <b>Stage 8: Dean of Online Learning</b>            | No Value        | No Value         |
|         | <b>Stage 9: Articulation Officer</b>               | No Value        | No Value         |
|         | <b>Stage 10: De Anza General Education</b>         | No Value        | No Value         |
|         | <b>Stage 13: Curriculum Committee</b>              | No Value        | No Value         |

## CO

| Changed | Questions                                      | Current Version | Proposed Version |
|---------|------------------------------------------------|-----------------|------------------|
|         | <b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>        | CIS 021JA       | CIS 021JA        |
|         | <b>Course Status</b>                           | Non-substantial | Non-substantial  |
|         | <b>Course Characteristics</b>                  | CTE             | CTE              |
|         | <b>Cross-Listed/Related Course Information</b> | NA              | NA               |

| Changed | Questions                                | Current Version                                                                                                             | Proposed Version                                                                                                            |
|---------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|         | <b>Cross-Listed/Related Course ID's</b>  | No Value                                                                                                                    | No Value                                                                                                                    |
| ❗       | <b>DL Approval Date (MM/DD/YYYY)</b>     | 04/30/2019                                                                                                                  | No Value                                                                                                                    |
| ❗       | <b>Hybrid Approval Date (MM/DD/YYYY)</b> | 04/30/2019                                                                                                                  | No Value                                                                                                                    |
|         | <b>Curriculum Office Notes</b>           | <ul style="list-style-type: none"> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc</li> </ul> | <ul style="list-style-type: none"> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc</li> </ul> |

### Comments

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



| Changed | Questions    | Current Version | Proposed Version |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                           | Initiator - Indicate "Y" When Completed or Initiator's Response                                                                                                                                                                                                                                                              |
|---------|--------------|-----------------|------------------|----------------|------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Stage 3: DEI | No Value        |                  |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                              |
|         |              |                 | Date             | Tab            | Part - Field                             | Type of Edit | Edit                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                              |
|         |              |                 |                  |                | Examples of Primary Texts and References | Required     | Thanks for providing these examples of primary texts and references -- it's great to see an online resource that (I think) is free! Are there OER options? Title 5 requirements and recommendations advocate for OER. If there are no representative (appropriate) OER, please note this in the Initiator Response box. This will satisfy the "required" element of this edit. Thank you! | Y<br>The first textbook listed (Robert Winkler is the author) is an OER book with CC BY-NC-SA licensing, as noted in the Examples of Primary Texts and References                                                                                                                                                            |
|         |              |                 | 02/26/2026       | Specifications | Examples of Primary Texts and References | Suggested    | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please indicate "Y" in the Initiator Response box.                                                                                                                                                                                 | Y<br>The textbook discusses the various technical tradeoffs and perspectives in computer architecture, which are relevant to computer science students.                                                                                                                                                                      |
|         |              |                 |                  |                |                                          |              | Thanks for this list of assignments! If appropriate, consider listing any assignments not based in reading/writing/coding (for example: oral or visual presentation). If not appropriate, please write NA in the initiator response box.                                                                                                                                                  | NA<br>This course is on low level programming and computer architecture, so reading code to understand how it works and writing code that runs successfully are the main goals of the assignments. Technical problem solving is the goal of the course so oral or visual presentation is not usually used for an assignment. |
|         |              |                 | 02/26/2026       | Specifications | Assignments                              | Suggested    | Additionally, are any assignments designed to provide students with choices in how they demonstrate proficiency or encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this next to the relevant assignment.                                                                                                             | The assignments are relevant to student's experience in that they understand better how the CPU (processor) in their laptop works. They also relate the low level programming with the high level languages that they normally use.                                                                                          |

| Changed | Questions                              | Current Version | Proposed Version |                            |                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                     |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------|----------------------------------------|-----------------|------------------|----------------------------|------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                        |                 |                  |                            |                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                     |   | NA<br>The evaluation methods show the skill sets students need to have to be successful in the course. Expectations for students are clear: they need to be able to correctly analyze architectural or algorithmic designs, and produce code that completely and efficiently solves technical problems. Students can see examples of successful code in the class notes, textbooks, and class discussions. NA. Inequities, racism, and other barriers are typically not discussed as part of computer architecture or programming topics. Since this is at least the third programming course that students take, the textbooks and material dive straight into technical details from the first week. |
|         |                                        |                 | 02/26/2026       | Specifications             | Methods of Evaluation              | Suggested | If appropriate, consider adding any evaluation methods not based in reading/writing/coding. If not appropriate, just let me know by writing NA in the initiator response box. Additionally, for any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students? If yes, consider noting this for the relevant assignment. |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         |                                        |                 | 02/26/2026       | Outline                    | Course Outline                     | Suggested | Consider slight revisions to the outline to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. If not appropriate, please write NA in the initiator response box.                                                                                                                                                                       |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| !       | Stage 4: Articulation Officer          | No Value        |                  |                            |                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                     |   | Initiator - Indicate "Y" When Completed or Initiator's Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         |                                        |                 | 03/11/26         | Course Development Options | Transferability & Gen. Ed. Options | Required  | Please update Transferability Status to "Transferable to both UC and CSU". This was approved previously and no changes were made to the transferability status. Thank you!                                                                                                                                                                                                                          | Y |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         | Stage 5: De Anza General Education     | No Value        |                  |                            |                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                     |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         | Stage 6: Content Review Matrix Liaison | No Value        |                  |                            |                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                     |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         | Stage 7: Dean of Online Learning       | No Value        |                  |                            |                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                     |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         | Stage 8: SLO Coordinator               | No Value        |                  |                            |                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                     |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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

| Course Administration Codes                                                                       |                                    |                         |
|---------------------------------------------------------------------------------------------------|------------------------------------|-------------------------|
| Articulation occurs after course approval. The following fields will not show a Proposed Version. |                                    |                         |
| Changed                                                                                           | Field                              | Current Version         |
|                                                                                                   | Curriculum ID                      | CISD21JA                |
|                                                                                                   | Distance Education Approved        | Yes                     |
|                                                                                                   | Board of Trustees Approval Date    |                         |
|                                                                                                   | Curriculum Committee Approval Date |                         |
|                                                                                                   | Time to Next Review                | Sep 1, 2025 12:00:00 AM |
|                                                                                                   | External Review Approval Date      | Sep 1, 2020 12:00:00 AM |
|                                                                                                   | Course Control Number              | CCC000266163            |

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

De Anza College

# Change Report

03/26/2026

## Summary of Changes

| Section              | Changed field                                                                                                                 |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------|
| General Information  | Faculty Initiator                                                                                                             |
| General Information  | Effective Term                                                                                                                |
| Faculty Requirements | Discipline 1                                                                                                                  |
| Faculty Requirements | FSA                                                                                                                           |
| Specifications       | Methods of Instruction                                                                                                        |
| Specifications       | Methods of Evaluation                                                                                                         |
| Specifications       | Essential Student Materials/Essential College Facilities                                                                      |
| Specifications       | Examples of Primary Texts and References                                                                                      |
| Specifications       | Suggested Reading List                                                                                                        |
| Learning Outcomes    | Course Objectives                                                                                                             |
| Course Outline       | Lab Outline                                                                                                                   |
| B-Matrix Form        | Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.     |
| B-Matrix Form        | Objective 2: Develop analytical ideas and topics for essays.                                                                  |
| B-Matrix Form        | Objective 3: Compose and support thesis statements for analytical essays.                                                     |
| B-Matrix Form        | Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing. |
| B-Matrix Form        | Objective 5: Identify and practice writing for different audiences and purposes.                                              |

| Section              | Changed field                                                                                                 |
|----------------------|---------------------------------------------------------------------------------------------------------------|
| B-Matrix Form        | Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays. |
| B-Matrix Form        | Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.        |
| B-Matrix Form        | Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.          |
| B-Matrix Form        | Objective 9: Demonstrate appropriate grammar usage and mechanics.                                             |
| CO                   | DL Approval Date (MM/DD/YYYY)                                                                                 |
| CO                   | Hybrid Approval Date (MM/DD/YYYY)                                                                             |
| Comments             | Stage 2: Department Chair                                                                                     |
| Comments             | Stage 3: DEI                                                                                                  |
| Comments             | Stage 6: Content Review Matrix Liaison                                                                        |
| Course Justification | Course Justification                                                                                          |
| DEI Review           | Please summarize the ways in which your course includes DEI.                                                  |
| DEI Review           | Please check all areas in the COR that address DEI.                                                           |

## General Information

| Changed                                                                             | Field                       | Current Version                                                  | Proposed Version                                                |
|-------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------|-----------------------------------------------------------------|
|  | Faculty Initiator           | <ul style="list-style-type: none"> <li>Shameka Walker</li> </ul> | <ul style="list-style-type: none"> <li>Sukhjot Singh</li> </ul> |
|                                                                                     | Course ID (CB01A and CB01B) | CISD030B                                                         | CISD030B                                                        |
|                                                                                     | Course Control Number       | CCC000565021                                                     | CCC000565021                                                    |

| Changed | Field                           | Current Version                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Title (CB02)</b>      | Advanced C# Programming                                                                                                                                                                                                | Advanced C# Programming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|         | <b>Short Course Title</b>       | ADVANCED C# PROGRAMMING                                                                                                                                                                                                | ADVANCED C# PROGRAMMING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|         | <b>TOP Code (CB03)</b>          | 0707.10                                                                                                                                                                                                                | 0707.10 Computer Programming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|         | <b>CIP Code</b>                 | Computer Programming/Programmer, General                                                                                                                                                                               | 11.0201 Computer Programming/Programmer, General                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|         | <b>Department</b>               | CIS - Computer Sci and Info Systems                                                                                                                                                                                    | CIS - Computer Sci and Info Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| !       | <b>Effective Term</b>           | Fall 2025                                                                                                                                                                                                              | Fall <del>2025</del> <u>2027</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|         | <b>SAM Priority Code (CB09)</b> | B - Advanced Occupational                                                                                                                                                                                              | B - Advanced Occupational                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| !       | <b>Course Description</b>       | This course emphasizes foundation technologies in C# that enable you to write server-side programs in C#. Concepts include inner classes, collections, exceptions, file I/O, reflections, cloning, and multithreading. | This advanced course takes your C# programming skills to the next level by applying them to real-world, professional-grade software development. You'll deepen your expertise in object-oriented design and server-side programming while working with powerful concepts like inner classes, collections, exceptions, file I/O, reflection, cloning, and multithreading. Through hands-on projects, you'll learn to write reliable, maintainable, and scalable code, and strengthen the collaborative problem-solving skills that today's software teams rely on. |
|         | <b>Course Type (CB27)</b>       | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|         | <b>Mode of Delivery</b>         | <ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Faculty Requirements

| Changed | Field        | Current Version | Proposed Version                                                              |
|---------|--------------|-----------------|-------------------------------------------------------------------------------|
| !       | Discipline 1 | No value        | <ul style="list-style-type: none"> <li>Computer Science</li> </ul>            |
|         | Discipline 2 | No value        | No value                                                                      |
|         | Discipline 3 | No value        | No value                                                                      |
| !       | FSA          | No value        | <ul style="list-style-type: none"> <li>FHDA FSA - COMPUTER SCIENCE</li> </ul> |

### 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 UC and CSU transferable. This programming language is fast and modern and was designed to increase programmer productivity. C# enables programmers to quickly build a wide range of applications for the Microsoft .NET platform. This course is valuable for developers who are interested in enhancing their existing C# programming skills in such areas as .NET Base Class Libraries, working with multiple threads, Dynamic Language Runtime (DLR) and optimization &amp; resource management. This course belongs on the Liberal Arts A.A. Degree.</p> | <p>This <u>CTE</u> course is UC and CSU transferable. This programming language is fast and modern and was designed to increase programmer productivity. C# enables programmers to quickly build a wide range of applications for the Microsoft .NET platform. This course is valuable for developers who are interested in enhancing their existing C# programming skills in such areas as .NET Base Class Libraries, working with multiple threads, Dynamic Language Runtime (DLR) and optimization &amp; resource management. This course belongs on the Liberal Arts A.A. Degree. <u>Degree. (Business and Computer Information Systems Emphasis, Associate in Arts (A.A.) Degree).</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               |

| DEI Review |  |  |  |
|------------|--|--|--|
|            |  |  |  |

| Changed | Field                                                        | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|--------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Please summarize the ways in which your course includes DEI. | No value        | <u>This course is committed to Diversity, Equity, and Inclusion by fostering a learning environment where every student feels welcomed, respected, and equipped to succeed. Course materials, examples, and projects intentionally reflect diverse perspectives and real-world contexts, while instructional methods are designed to support varied learning styles, backgrounds, and levels of experience. Assessments are transparent, fair, and focused on student growth, ensuring that all learners—regardless of identity, lived experience, or prior preparation—have equitable opportunities to fully participate, master the material, and thrive in the course. The course is further structured in alignment with Universal Design for Learning principles by providing multiple means of engagement, representation, and expression. Course materials use accessible language, clearly define programming terminology, and reflect diverse perspectives within contemporary software development practice.</u> |



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

No value

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

### More Options

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

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

### UC Transferable and/or Lower-Division Major Requirement

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

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

| Associated Programs |
|---------------------|
|                     |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Course is  
part of a  
program

**Associated Program** 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)

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

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

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

**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis)

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

**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis)

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

**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) (In Development)

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

**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) (In Development)

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

### Transferability & Gen. Ed. Options

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

### Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                                  | Current Version | Proposed Version |
|---------|----------------------------------------|-----------------|------------------|
|         | <b>Lecture Hours - In Class</b>        | 4               | 4                |
|         | <b>Lecture Hours - Out of Class</b>    | 8               | 8                |
|         | <b>Laboratory Hours - In Class</b>     | 1.5             | 1.5              |
|         | <b>Laboratory Hours - Out of Class</b> | 0               | 0                |
|         | <b>NA Hours - In Class</b>             | 0               | 0                |
|         | <b>NA Hours - Out of Class</b>         | 0               | 0                |

### Course Student Hours - Profile Name: Default Profile

| Changed | Field                                                 | Current Version | Proposed Version |
|---------|-------------------------------------------------------|-----------------|------------------|
|         | Course Duration (Weeks)                               | 12              | 12               |
|         | Hours per unit divisor                                | 36              | 36               |
|         | Total Student Learning Hours                          | 162             | 162              |
|         | Lecture Hours - Course In-Class (Contact) per Term    | 48              | 48               |
|         | 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                |

| Changed | Field                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course In-Class (Contact) Hours</b>   | 66              | 66               |
|         | <b>Total - Course Out-of-Class Hours</b>         | 96              | 96               |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 4.5             | 4.5              |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 4.5             | 4.5              |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                    | Current Version            | Proposed Version           |
|---------|------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>      | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>       | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b> | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>    | 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    | 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<br/>Discussion of assigned reading<br/>Discussion and problem solving performed in class<br/>Quiz and examination review performed in class<br/>Homework and extended projects<br/>Collaborative learning and small group exercises<br/>Collaborative projects<br/>Other: Laboratory discussion sessions<br/>Other: Laboratory experiences which involve students in designing, coding, and testing and debugging efficient C# programs.</div></div></div> | <div><div>Methods of Instruction</div><div>Methods of Instruction</div><div><div>Methods of Instruction</div><div>Lecture and visual aids<br/>Discussion of assigned reading<br/>Discussion and problem solving performed in class<br/>Quiz and examination review performed in class<br/>Homework and extended projects<br/>Collaborative learning and small group exercises<br/>Collaborative projects<br/>Other: Laboratory discussion sessions<br/>Other: Laboratory experiences which involve students in designing, coding, and testing and debugging efficient C# programs.</div></div></div> |

| Changed | Field       | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Assignments | <ol style="list-style-type: none"> <li>1. Reading: Required readings from text.</li> <li>2. Programs: 6-10 programming homework assignments, which include design as well as coding and employ sequential text files for the input and output of information; at least two should be about 500 lines of code, including standard documentation, covering the Lab Topics specified in X. below, half completed in the computer lab, half completed as homework.</li> </ol> | <ol style="list-style-type: none"> <li>1. Reading from text.</li> <li>2. Programs: 6-10 programming homework assignments, which include design as well as coding and employ sequential text files for the input and output of information; at least two should be about 500 lines of code, including standard documentation, covering the Lab Topics specified in X. below, half completed in the computer lab, half completed as homework. Here are a few examples:               <ol style="list-style-type: none"> <li>1. Reading data from sequential text files and validating input formats.</li> <li>2. Creating programs that use try, catch, and finally blocks to manage runtime errors.</li> <li>3. Writing programs that handle user-defined exceptions for application-specific errors.</li> <li>4. Developing programs that continue processing after handling recoverable errors.</li> <li>5. Generating reports that summarize error counts and messages written to log files.</li> <li>6. Designing a gradebook reader that detects and skips malformed records.</li> <li>7. Building an inventory importer that separates valid and invalid records into output files.</li> <li>8. Implementing a bank ledger reconciler that quarantines corrupt transactions.</li> </ol> </li> <li>3. Assignments include applied programming projects,</li> </ol> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                               |
|---------|-------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | debugging exercises, code reviews, and/or brief technical presentations in addition to reading and coding tasks. Selected projects allow students to apply concepts to application domains of interest and include opportunities for feedback and revision to improve code quality and design. |

| 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><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Successful completion of programming assignments with output evaluated on correctness, use of structured design principles, documentation, programming style, efficiency, and testing methods.</li> <li>2. One or more examinations requiring some programming demonstrating ability to develop an algorithm and/or write code using specific programming constructs. Code is evaluated on correctness.</li> <li>3. In-class lab problems, group collaborative problems, exam questions and/or online assignments or tutorials demonstrating the ability to read and analyze code through</li> </ol> | <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Successful completion of programming assignments with output evaluated on correctness, use of structured design principles, documentation, programming style, efficiency, and testing methods.</li> <li>2. One or more examinations requiring some programming demonstrating ability to develop an algorithm and/or write code using specific programming constructs. Code is evaluated on correctness.</li> <li>3. In-class lab problems, group collaborative problems, exam questions and/or online assignments or tutorials demonstrating the ability to read and analyze code through</li> </ol> |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | <p>debugging and/or writing snippets of code. The code will involve arrays and/or structures and/or linked lists and/or classes and subclasses.</p> <p>4. A final examination requiring some programming demonstrating ability to develop an algorithm and write code. The code will involve arrays and/or structures and/or linked lists and/or classes and subclasses. Code is evaluated on correctness.</p> | <p>debugging and/or writing snippets of code. The code will involve arrays and/or structures and/or linked lists and/or classes and subclasses. Instructors provide sample projects, models of successful code, and grading rubrics to clarify expectations and performance standards.</p> <p>4. A final examination requiring some programming demonstrating ability to develop an algorithm and write code. The code will involve arrays and/or structures and/or linked lists and/or classes and subclasses. Code is evaluated on correctness.</p> |

| Changed                                                                           | Field                                                           | Current Version                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Essential Student Materials/Essential College Facilities</b> | <b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• Computer lab equipped with an integrated development environment tool supporting C# development</li></ul> | <b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• Computer lab equipped with an integrated development environment tool supporting C# development</li></ul> |



| Changed                                                                                      | Field                                                                                                                                              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                  | Proposed Version                                                                                                            |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
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| <div></div> | Examples of Primary Texts and References                                                                                                           | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>"Microsoft Visual C# Step by Step (9th Edition) (Developer Reference) 9th Edition " by John Sharp, by Microsoft Press, 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 | "Microsoft Visual C# Step by Step (9th Edition) (Developer Reference) 9th Edition " by John Sharp, by Microsoft Press, 2018 | Publisher | No value         | Date/Edition | No value                       | ISBN | No value   | <table><tr><td>Title</td><td>Microsoft Visual C# Step by Step (Developer Reference)</td></tr><tr><td>Author</td><td>John Sharp</td></tr><tr><td>Publisher</td><td>Microsoft Press</td></tr><tr><td>Date/Edition</td><td>April 11, 2022/10th Edition</td></tr><tr><td>ISBN</td><td>0137619839</td></tr></table> | Title | Microsoft Visual C# Step by Step (Developer Reference) | Author | John Sharp | Publisher | Microsoft Press | Date/Edition | April 11, 2022/10th Edition | ISBN | 0137619839 |
|                                                                                              |                                                                                                                                                    | Title                                                                                                                                                                                                                                                                                                                                                                                                            | No value                                                                                                                    |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
|                                                                                              |                                                                                                                                                    | Author                                                                                                                                                                                                                                                                                                                                                                                                           | "Microsoft Visual C# Step by Step (9th Edition) (Developer Reference) 9th Edition " by John Sharp, by Microsoft Press, 2018 |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
|                                                                                              |                                                                                                                                                    | Publisher                                                                                                                                                                                                                                                                                                                                                                                                        | No value                                                                                                                    |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
|                                                                                              |                                                                                                                                                    | Date/Edition                                                                                                                                                                                                                                                                                                                                                                                                     | No value                                                                                                                    |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
|                                                                                              |                                                                                                                                                    | ISBN                                                                                                                                                                                                                                                                                                                                                                                                             | No value                                                                                                                    |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
|                                                                                              |                                                                                                                                                    | Title                                                                                                                                                                                                                                                                                                                                                                                                            | Microsoft Visual C# Step by Step (Developer Reference)                                                                      |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
|                                                                                              |                                                                                                                                                    | Author                                                                                                                                                                                                                                                                                                                                                                                                           | John Sharp                                                                                                                  |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
|                                                                                              |                                                                                                                                                    | Publisher                                                                                                                                                                                                                                                                                                                                                                                                        | Microsoft Press                                                                                                             |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
|                                                                                              |                                                                                                                                                    | Date/Edition                                                                                                                                                                                                                                                                                                                                                                                                     | April 11, 2022/10th Edition                                                                                                 |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
| ISBN                                                                                         | 0137619839                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
|                                                                                              |                                                                                                                                                    | <table><tr><td>Title</td><td>C# 13 and .NET 9 – Modern Cross-Platform Development Fundamentals: Start building websites and services with ASP.NET Core 9, Blazor, and EF Core 9</td></tr><tr><td>Author</td><td>Mark J Price</td></tr><tr><td>Publisher</td><td>Packt Publishing</td></tr><tr><td>Date/Edition</td><td>November 12, 2024, 9th Edition</td></tr><tr><td>ISBN</td><td>1835881238</td></tr></table> | Title                                                                                                                       | C# 13 and .NET 9 – Modern Cross-Platform Development Fundamentals: Start building websites and services with ASP.NET Core 9, Blazor, and EF Core 9 | Author | Mark J Price                                                                                                                | Publisher | Packt Publishing | Date/Edition | November 12, 2024, 9th Edition | ISBN | 1835881238 |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
| Title                                                                                        | C# 13 and .NET 9 – Modern Cross-Platform Development Fundamentals: Start building websites and services with ASP.NET Core 9, Blazor, and EF Core 9 |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
| Author                                                                                       | Mark J Price                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
| Publisher                                                                                    | Packt Publishing                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
| Date/Edition                                                                                 | November 12, 2024, 9th Edition                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
| ISBN                                                                                         | 1835881238                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
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|                                                                                              |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |
|                                                                                              |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |                                                                                                                                                    |        |                                                                                                                             |           |                  |              |                                |      |            |                                                                                                                                                                                                                                                                                                                |       |                                                        |        |            |           |                 |              |                             |      |            |

| Changed                                                                             | Field                                                                                                                                                                                                 | Current Version                                                                                                                   | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                                                                                                                                                                                       |          |               |           |                         |              |            |      |            |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------|-----------|-------------------------|--------------|------------|------|------------|
|                                                                                     |                                                                                                                                                                                                       |                                                                                                                                   | <table><tr><td>Title</td><td>C# &amp; C++ BIBLE: The Comprehensive Operational Handbook with Practical Tests, Step-by-Step Instructions &amp; Secret Tips to Master These Powerful C-Based Languages and Secure Your Future in Programming</td></tr><tr><td>Author</td><td>Alex Intrigue</td></tr><tr><td>Publisher</td><td>Independently published</td></tr><tr><td>Date/Edition</td><td>April 2025</td></tr><tr><td>ISBN</td><td>B0F3VTZCW8</td></tr></table> | Title | C# & C++ BIBLE: The Comprehensive Operational Handbook with Practical Tests, Step-by-Step Instructions & Secret Tips to Master These Powerful C-Based Languages and Secure Your Future in Programming | Author   | Alex Intrigue | Publisher | Independently published | Date/Edition | April 2025 | ISBN | B0F3VTZCW8 |
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| Author                                                                              | Alex Intrigue                                                                                                                                                                                         |                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                                                                                                                                                                                       |          |               |           |                         |              |            |      |            |
| Publisher                                                                           | Independently published                                                                                                                                                                               |                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                                                                                                                                                                                       |          |               |           |                         |              |            |      |            |
| Date/Edition                                                                        | April 2025                                                                                                                                                                                            |                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                                                                                                                                                                                       |          |               |           |                         |              |            |      |            |
| ISBN                                                                                | B0F3VTZCW8                                                                                                                                                                                            |                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                                                                                                                                                                                       |          |               |           |                         |              |            |      |            |
|  | 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 |
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| Changed | Field                    | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| !       | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>• Write C# programs using complete syntactical elements</li> <li>• Use the data structures and algorithms in the collections introduced in C#.</li> <li>• Design and create C# Programs to support the error recovery needed for robust programming.</li> <li>• Use the complete range of advanced I/O features offered by C#.</li> <li>• Use reflection features of C# to determine object information at run time.</li> <li>• Create classes which support the ability to be cloned.</li> <li>• Use the C# Windows API to program full-featured GUI applications.</li> <li>• Program thread-safe applications using Collections</li> </ul> | <ul style="list-style-type: none"> <li>• Design and implement C# programs using complete syntactical elements</li> <li>• Apply data structures and algorithms using the C# collections framework</li> <li>• Develop C# programs that support structured error recovery for robust execution</li> <li>• Implement advanced input/output features offered by C#</li> <li>• Analyze and use reflection features to determine object information at runtime</li> <li>• Create and manage classes that support object cloning</li> <li>• Design graphical user interface (GUI) applications using the C# Windows API</li> <li>• Develop thread-safe applications using multithreading and synchronization</li> </ul> |

| Changed | Field | Current Version                                                                                                                                                                                                                | Proposed Version                                                                                                                                                                                                               |
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| CSLOs   |       |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |
|         |       | <div><div>CSLOs</div><div>Read, analyze and explain advanced C# programs.</div></div>                                                                                                                                          | <div><div>CSLOs</div><div>Read, analyze and explain advanced C# programs.</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>Create algorithms, code, document, debug, and test advanced problems using appropriate design methodology incorporating object oriented programming constructs and advanced C# concepts.</div></div> | <div><div>CSLOs</div><div>Create algorithms, code, document, debug, and test advanced problems using appropriate design methodology incorporating object oriented programming constructs and advanced C# concepts.</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 |
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| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| !       | Course Content | <ol style="list-style-type: none"> <li>Write C# programs using complete syntactical elements               <ol style="list-style-type: none"> <li>Polymorphism</li> <li>Inheritance</li> <li>Namespaces</li> <li>Abstract</li> </ol> </li> <li>Use the data structures and algorithms in the collections introduced in C#.               <ol style="list-style-type: none"> <li>ArrayLists</li> <li>Containers</li> <li>Searching</li> <li>Sorting</li> <li>Hashing</li> </ol> </li> <li>Design and create C# Programs to support the error recovery needed for robust programming.               <ol style="list-style-type: none"> <li>try</li> <li>catch</li> <li>finally</li> <li>Errors</li> <li>Checked exceptions</li> <li>Run-time exceptions</li> <li>Assertions</li> <li>Regular Expressions</li> </ol> </li> <li>Use the complete range of advanced I/O features offered by C#.               <ol style="list-style-type: none"> <li>Byte Streams</li> <li>Char Reader/Writer</li> <li>Random</li> <li>File</li> <li>String tokenizer</li> <li>Object Serialization</li> <li>File Information</li> <li>File Directory Listing</li> </ol> </li> <li>Use reflection features of C# to determine object information at run time.               <ol style="list-style-type: none"> <li>Class</li> <li>Constructor</li> <li>Field</li> <li>Method</li> </ol> </li> <li>Create classes which support the ability to be cloned.               <ol style="list-style-type: none"> <li>Call-by-value</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>A. Design and implement C# programs using complete syntactical elements               <ol style="list-style-type: none"> <li>Polymorphism and method overriding</li> <li>Inheritance and class hierarchies</li> <li>Namespaces and modular code organization</li> <li>Abstract classes and interfaces</li> <li>Encapsulation, constructors, and access modifiers</li> </ol> </li> <li>Apply data structures and algorithms using the C# collections framework               <ol style="list-style-type: none"> <li>ArrayLists, Lists, Queues, Stacks, and Dictionaries</li> <li>Containers and generics in System.Collections and System.Collections.Generic</li> <li>Searching algorithms (linear, binary)</li> <li>Sorting algorithms and comparison functions</li> <li>Hashing and hash-based data structures</li> </ol> </li> <li>Develop C# programs that support structured error recovery for robust execution               <ol style="list-style-type: none"> <li>try, catch, and finally constructs</li> <li>Error types and exception hierarchy</li> <li>Checked and run-time exceptions</li> <li>Assertions and debugging techniques</li> <li>Regular expressions for input validation and parsing</li> </ol> </li> <li>Implement advanced input/output features offered by C#               <ol style="list-style-type: none"> <li>Byte and character streams</li> <li>File reading and writing using readers/writers</li> <li>Random file access and buffering</li> </ol> </li> </ol> |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|         |       | 2. Call-by-reference<br>3. Aliases<br>4. Cloneable<br>7. Use the C# Windows API to program full-featured GUI applications. <ol style="list-style-type: none"> <li>1. Tool Tips</li> <li>2. Borders</li> <li>3. Buttons</li> <li>4. Button Groups</li> <li>5. Icons</li> <li>6. Menus</li> <li>7. Popup menus</li> <li>8. List boxes and combo boxes</li> <li>9. Sliders and progress bars</li> <li>10. Trees</li> <li>11. Data Grids</li> <li>12. Tabbed Panes</li> </ol> 8. Program thread-safe applications using Collections <ol style="list-style-type: none"> <li>1. Thread Class</li> <li>2. Interfaces</li> <li>3. synchronized</li> <li>4. wait</li> <li>5. notify</li> <li>6. Lock</li> </ol> | 4. String tokenizer and text parsing<br>5. Object serialization and deserialization<br>6. File information, directory listing, and file management<br>5. Analyze and use reflection features to determine object information at runtime <ol style="list-style-type: none"> <li>1. Accessing class metadata</li> <li>2. Inspecting constructors, fields, and methods</li> <li>3. Invoking methods dynamically using reflection</li> <li>4. Reflection in debugging and automated testing</li> </ol> 6. Create and manage classes that support object cloning <ol style="list-style-type: none"> <li>1. Call-by-value and call-by-reference behavior</li> <li>2. Managing object aliases and references</li> <li>3. Implementing the Cloneable interface</li> <li>4. Deep and shallow cloning approaches</li> </ol> 7. Design graphical user interface (GUI) applications using the C# Windows API <ol style="list-style-type: none"> <li>1. Event-driven programming concepts</li> <li>2. Tool tips, borders, buttons, and button groups</li> <li>3. Icons, menus, and popup menus</li> <li>4. List boxes, combo boxes, and selection controls</li> <li>5. Sliders, progress bars, and interactive widgets</li> <li>6. Trees, data grids, and tabbed panes</li> <li>7. Layout management and user-centered design principles</li> </ol> 8. Develop thread-safe applications using multithreading and synchronization |

| Changed                                                                           | Field                               | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                                   |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ol style="list-style-type: none"> <li>1. Creating and managing threads using the Thread class</li> <li>2. Implementing interfaces for concurrent execution</li> <li>3. Synchronization using synchronized methods and locks</li> <li>4. Inter-thread communication with wait and notify</li> <li>5. Avoiding deadlocks and race conditions in concurrent applications</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                   | <b>Lab Component in this Course</b> | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | <b>Lab Outline</b>                  | <ol style="list-style-type: none"> <li>1. Write and/or debug code implementing Object Oriented Design.</li> <li>2. Write and/or debug code implementing Exception Handling.</li> <li>3. Write and/or debug code implementing Inner Classes.</li> <li>4. Write and/or debug code implementing Collections.</li> <li>5. Write and/or debug code implementing Socket Programming.</li> <li>6. Write and/or debug code implementing GUI Programming.</li> <li>7. Write and/or debug code implementing Cloning.</li> <li>8. Write and/or debug code implementing Reflections.</li> <li>9. Write and/or debug code implementing Multithreading.</li> </ol> | <ol style="list-style-type: none"> <li>1. Design, write, and debug programs implementing Object-Oriented Design principles.</li> <li>2. Develop and troubleshoot programs utilizing structured Exception Handling.</li> <li>3. Construct and test programs using Inner Classes.</li> <li>4. Create and analyze programs employing the C# Collections Framework.</li> <li>5. Design and execute client-server applications using Socket Programming.</li> <li>6. Develop interactive applications through Graphical User Interface (GUI) Programming.</li> <li>7. Implement and verify object Cloning operations.</li> <li>8. Utilize Reflection to inspect and manipulate program metadata at runtime.</li> <li>9. Design, implement, and evaluate Multithreaded applications demonstrating thread safety and synchronization.</li> </ol> |

## Blue Form

| Changed | Questions                                                                                                                                                                                                                                                                       | Current Version | Proposed Version |
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|         | For changes to the units and hours tab;<br>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 |
|---------|----------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b> | No Value        | No Value         |
|         | <b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>            | No Value        | No Value         |

## Req/Adv

| Changed | Questions                                   | Current Version                                                                                                | Proposed Version                                                                                               |
|---------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|         | <b>Prerequisite(s):</b>                     | CIS D030A                                                                                                      | CIS D030A                                                                                                      |
|         | <b>Corequisite(s):</b>                      | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Advisory(ies):</b>                       | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. |
|         | <b>Advisory(ies) - Other:</b>               | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Limitation(s) on Enrollment:</b>         | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Limitation(s) on Enrollment - Other:</b> | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Entrance Skills(s):</b>                  | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Entrance Skill(s) - Other:</b>           | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>General Course Statement(s):</b>         | 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 |
|---------|----------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 3:</b><br><b>Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b> | No Value        | No Value         |
|         | <b>Objective 4:</b><br><b>Create syntactically varied sentences that are free of mechanical errors.</b>              | No Value        | No Value         |
|         | <b>Objective 5:</b><br><b>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>     | No Value        | No Value         |

B-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                                            | Current Version | Proposed Version                                                                                                                                        |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p> | No Value        | No Value                                                                                                                                                |
| !       | <p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>                                                                                                                              | No Value        | Create and manage classes that support object cloning Design graphical user interface (GUI) applications using the C# Windows API                       |
| !       | <p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>                                                                                                                                                                                           | No Value        | Create and manage classes that support object cloning Design graphical user interface (GUI) applications using the C# Windows API                       |
| !       | <p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>                                                                                                                                                                              | No Value        | Implement advanced input/output features offered by C# Analyze and use reflection features to determine object information at runtime                   |
| !       | <p><b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b></p>                                                                                                                          | No Value        | Apply data structures and algorithms using the C# collections framework Develop C# programs that support structured error recovery for robust execution |

| Changed | Questions                                                                                                            | Current Version | Proposed Version                                                                                                                                        |
|---------|----------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                              | No Value        | Implement advanced input/output features offered by C# Analyze and use reflection features to determine object information at runtime                   |
| !       | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b> | No Value        | Apply data structures and algorithms using the C# collections framework Develop C# programs that support structured error recovery for robust execution |
| !       | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>        | No Value        | Design graphical user interface (GUI) applications using the C# Windows API Develop thread-safe applications using multithreading and synchronization   |
| !       | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>          | No Value        | Apply data structures and algorithms using the C# collections framework Develop C# programs that support structured error recovery for robust execution |
| !       | <b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>                                             | No Value        | Design graphical user interface (GUI) applications using the C# Windows API Develop thread-safe applications using multithreading and synchronization   |

### C-Matrix Form

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

| Changed | Questions                                                                                                                                         | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 3:<br/>Produce<br/>written work<br/>using a<br/>cyclical<br/>process of<br/>multiples<br/>drafts and<br/>revisions.</b>              | No Value        | No Value         |
|         | <b>Objective 4:<br/>Demonstrate<br/>the ability to<br/>include a<br/>variety of<br/>sentence<br/>structures in<br/>writing.</b>                   | No Value        | No Value         |
|         | <b>Objective 5:<br/>Edit<br/>compositions<br/>to correct<br/>errors in the<br/>major<br/>conventions of<br/>Standard<br/>Written<br/>English.</b> | 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:<br>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:<br>Investigate the use of mathematics in real world.                                                                                                                                                                                     | No Value        | No Value         |
|         | Objective 3:<br>Explore functions.                                                                                                                                                                                                                    | No Value        | No Value         |



| Changed | Questions                                                                                                                | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:<br/>Develop linear<br/>function<br/>models.</b>                                                          | No Value        | No Value         |
|         | <b>Objective 5:<br/>Use systems<br/>of two linear<br/>equations to<br/>solve real<br/>world<br/>problems.</b>            | No Value        | No Value         |
|         | <b>Objective 6:<br/>Use linear<br/>inequalities in<br/>one variable to<br/>solve real<br/>world<br/>problems.</b>        | No Value        | No Value         |
|         | <b>Objective 7:<br/>Examine<br/>exponential<br/>expressions<br/>and develop<br/>exponential<br/>function<br/>models.</b> | No Value        | No Value         |
|         | <b>Objective 8:<br/>Examine<br/>logarithmic<br/>expressions<br/>and develop<br/>logarithmic<br/>function<br/>models.</b> | No Value        | No Value         |
|         | <b>Objective 9:<br/>Develop<br/>quadratic<br/>function<br/>models to<br/>solve<br/>problems.</b>                         | 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 |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem-solving methods.                                                   | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                  | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem. | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                   | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Use systems of two linear equations to solve real-world problems.                                                                   | No Value        | No Value         |

| Changed | Questions                                                                                                                                                     | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 6:</b><br>Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem. | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b><br>Use inequalities to solve real world problems.                                                                                         | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1:<br/>Develop, throughout the course as applicable, systematic problem solving methods.</b>                                                                                                                                  | No Value        | No Value         |
|         | <b>Objective 2:<br/>Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>                                                                                                                        | No Value        | No Value         |
|         | <b>Objective 3:<br/>Apply the order of operations to evaluate signed numerical expressions.</b>                                                                                                                                            | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                                                                             | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                                                                          | No Value        | No Value         |
|         | <b>Objective 6:</b><br>Use estimation to determine approximate solutions and to check the reasonableness of answers.                                                        | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 8:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                        | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                 | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                       | No Value        | No Value         |
|         | <b>Objective 12:</b><br>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 |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>                                                                                                                  | No Value        | No Value         |
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

## De Anza GE Form

| Changed | Questions                                                                                                                                                                                                                                                                                                                                  | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                                   | No Value        | No Value         |
|         | <b>Criteria 2:</b><br><b>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.)</b> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                                     | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                     | No Value        | No Value         |
|         | <b>Criteria 4:</b><br><b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 5:</b><br><b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                           | 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 |
|---------|--------------------------------------------|-----------------|------------------|
|         | <b>Stage 8: Dean of Online Learning</b>    | No Value        | No Value         |
|         | <b>Stage 9: Articulation Officer</b>       | No Value        | No Value         |
|         | <b>Stage 10: De Anza General Education</b> | No Value        | No Value         |
|         | <b>Stage 13: Curriculum Committee</b>      | No Value        | No Value         |

## CO

| Changed | Questions                                      | Current Version | Proposed Version |
|---------|------------------------------------------------|-----------------|------------------|
|         | <b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>        | CIS 030B        | CIS 030B         |
|         | <b>Course Status</b>                           | Non-substantial | Non-substantial  |
|         | <b>Course Characteristics</b>                  | CTE             | CTE              |
|         | <b>Cross-Listed/Related Course Information</b> | NA              | NA               |
|         | <b>Cross-Listed/Related Course ID's</b>        | No Value        | No Value         |
| !       | <b>DL Approval Date (MM/DD/YYYY)</b>           | 05/28/2019      | No Value         |
| !       | <b>Hybrid Approval Date (MM/DD/YYYY)</b>       | 05/28/2019      | No Value         |

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

Comments

| Changed                                                                           | Questions                       | Current Version | Proposed Version |                   |                      |              |                                                    |                                                                 |
|-----------------------------------------------------------------------------------|---------------------------------|-----------------|------------------|-------------------|----------------------|--------------|----------------------------------------------------|-----------------------------------------------------------------|
|  | Stage 2:<br>Department<br>Chair | No Value        | Date             | Tab               | Part - Field         | Type of Edit | Edit                                               | Initiator - Indicate "Y" When Completed or Initiator's Response |
|                                                                                   |                                 |                 | 2/2/2026         | Learning Outcomes | Course Justification | Required     | Please include the fact that it is y a CTE course. |                                                                 |
|                                                                                   |                                 |                 |                  |                   |                      |              |                                                    |                                                                 |

| Changed                                                                           | Questions    | Current Version | Proposed Version |                          |              |              |                                                                                                                                                                                                                                                         | Initiator - Indicate "Y" When Completed or Initiator's Response |
|-----------------------------------------------------------------------------------|--------------|-----------------|------------------|--------------------------|--------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|  | Stage 3: DEI | No Value        |                  |                          |              |              |                                                                                                                                                                                                                                                         |                                                                 |
|                                                                                   |              |                 | Date             | Tab                      | Part - Field | Type of Edit | Edit                                                                                                                                                                                                                                                    |                                                                 |
|                                                                                   |              |                 | 02/10/2026       | Basic Course Information | DEI Review   | Suggested    | Great job on this DEI statement! Consider one small addition to specifically note that the course provides multiple means of engagement, expression, and representation for students in keeping with best practices from universal design for learning. | y                                                               |

| Changed | Questions | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------|-----------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |           |                 | <p>Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options.</p> <p>Examples of Primary Texts and References</p> <p>02/10/2026Specifications</p> <p>Required</p> <p>Textbooks are y considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the instructor response box. Please also let me know if your textbook is low cost (i.e., under \$50.00) -- it looks like at least one of these is! -- and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.</p> |



| Changed | Questions | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|-----------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |           |                 | Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. |
|         |           | 02/10/2026      | Specifications Examples of Primary Texts and References Suggested                                                                                                                                                                                                                                                                                                                                      |

| Changed | Questions | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------|-----------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |           |                 | <p>Thanks for this detailed list of assignments! The two types are reading and coding. Are there other types of assignments students undertake in class? If so, consider adding them here in order to demonstrate additional diverse means of engagement, action, and expression in keeping with best practices from Universal Design for Learning. Additionally, if</p> <p><b>02/10/2026</b> Specifications Assignments Suggested any assignments encourage students to connect course content to their own life, background, and experiences, and/or provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection, consider noting for the relevant assignment. If not appropriate, please let me know in the Initiator Response box and disregard.</p> |

| Changed    | Questions      | Current Version       | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------|----------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                |                       | <p>Thanks for this clear list of evaluation methods. For any of these evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations? If yes, consider adding this to the relevant evaluation method. If not appropriate, please let me know in the initiator response box and then disregard suggested edit.</p> <p><b>If you'd like to add the recommended edit to <i>just the relevant evaluation method(s)</i>, please feel free! If you feel it is more appropriate as its own evaluation method, please let me know.</b></p> <p>Only if appropriate: consider providing space in the outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. If not appropriate, please disregard - this is a suggested edit!</p> |
| 02/10/2026 | Specifications | Methods of Evaluation | <p>Suggested</p> <p>y - added to relevant eval method.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 02/10/2026 | Outline        | Course Outline        | <p>Suggested</p> <p>Not applicable from technical lens</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Changed                                                                           | Questions                                     | Current Version | Proposed Version |                          |                     |                                            |                                                                        |
|-----------------------------------------------------------------------------------|-----------------------------------------------|-----------------|------------------|--------------------------|---------------------|--------------------------------------------|------------------------------------------------------------------------|
|                                                                                   | <b>Stage 4: Articulation Officer</b>          | No Value        | No Value         |                          |                     |                                            |                                                                        |
|                                                                                   | <b>Stage 5: De Anza General Education</b>     | No Value        | No Value         |                          |                     |                                            |                                                                        |
|  | <b>Stage 6: Content Review Matrix Liaison</b> | No Value        | <b>Date</b>      | <b>Tab</b>               | <b>Part - Field</b> | <b>Type of Edit</b>                        | <b>Initiator - Indicate "Y" When Completed or Initiator's Response</b> |
|                                                                                   |                                               |                 | 2/27/26          | Basic Course Information | Attachments         | Required G for your CIS y 30A prerequisite | Complete and upload Matrix                                             |
|                                                                                   | <b>Stage 7: Dean of Online Learning</b>       | No Value        | No Value         |                          |                     |                                            |                                                                        |
|                                                                                   | <b>Stage 8: SLO Coordinator</b>               | No Value        | No Value         |                          |                     |                                            |                                                                        |
|                                                                                   | <b>Stage 10: Curriculum Committee</b>         | 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 |
|---------|------------------------------------|-----------------|
|         | <b>Curriculum ID</b>               | CISD030B        |
|         | <b>Distance Education Approved</b> | Yes             |

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

|  |                                 |  |
|--|---------------------------------|--|
|  | Board of Trustees Approval Date |  |
|--|---------------------------------|--|

|  |                                    |  |
|--|------------------------------------|--|
|  | Curriculum Committee Approval Date |  |
|--|------------------------------------|--|

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

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

|  |                       |              |
|--|-----------------------|--------------|
|  | Course Control Number | CCC000565021 |
|--|-----------------------|--------------|

## Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

|  |                                |  |
|--|--------------------------------|--|
|  | Course Crosswalk CRS-DEPT-NAME |  |
|--|--------------------------------|--|

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

De Anza College

# Change Report

03/26/2026

## Summary of Changes

| Section              | Changed field                                                                                                                 |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------|
| General Information  | Faculty Initiator                                                                                                             |
| General Information  | Effective Term                                                                                                                |
| General Information  | Mode of Delivery                                                                                                              |
| Faculty Requirements | Discipline 1                                                                                                                  |
| Faculty Requirements | Discipline 2                                                                                                                  |
| Faculty Requirements | 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                                                                                                             |
| B-Matrix Form        | Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.     |
| B-Matrix Form        | Objective 2: Develop analytical ideas and topics for essays.                                                                  |
| B-Matrix Form        | Objective 3: Compose and support thesis statements for analytical essays.                                                     |
| B-Matrix Form        | Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing. |
| B-Matrix Form        | Objective 5: Identify and practice writing for different audiences and purposes.                                              |

| Section         | Changed field                                                                                                                                                                                                                                                                                                             |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B-Matrix Form   | Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.                                                                                                                                                                                                             |
| B-Matrix Form   | Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.                                                                                                                                                                                                                    |
| B-Matrix Form   | Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.                                                                                                                                                                                                                      |
| B-Matrix Form   | Objective 9: Demonstrate appropriate grammar usage and mechanics.                                                                                                                                                                                                                                                         |
| De Anza GE Form | Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                                                                   |
| De Anza GE Form | Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.) |
| De Anza GE Form | Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                                                                                                  |
| De Anza GE Form | Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                              |
| De Anza GE Form | Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                                                                                        |
| De Anza GE Form | Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                         |
| CO              | Hybrid Approval Date (MM/DD/YYYY)                                                                                                                                                                                                                                                                                         |
| Comments        | Stage 3: DEI                                                                                                                                                                                                                                                                                                              |

| Section    | Changed field                                                |
|------------|--------------------------------------------------------------|
| Comments   | Stage 4: Articulation Officer                                |
| Comments   | Stage 5: De Anza General Education                           |
| DEI Review | Please summarize the ways in which your course includes DEI. |
| DEI Review | Please check all areas in the COR that address DEI.          |

| General Information                                                                 |                             |                                                                            |                                                                            |
|-------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Changed                                                                             | Field                       | Current Version                                                            | Proposed Version                                                           |
|    | Faculty Initiator           | <ul style="list-style-type: none"><li>Mi Chang</li></ul>                   | <ul style="list-style-type: none"><li>Joshua McCluskey</li></ul>           |
|                                                                                     | Course ID (CB01A and CB01B) | E SD050.                                                                   | E SD050.                                                                   |
|                                                                                     | Course Control Number       | CCC000615114                                                               | CCC000615114                                                               |
|                                                                                     | Course Title (CB02)         | Introduction to Environmental Resource Management and Pollution Prevention | Introduction to Environmental Resource Management and Pollution Prevention |
|                                                                                     | Short Course Title          | INTRO ENV RES MGMT/POLTN PREV                                              | INTRO ENV RES MGMT/POLTN PREV                                              |
|                                                                                     | TOP Code (CB03)             | 0303.00                                                                    | 0303.00 Environmental Technology                                           |
|                                                                                     | CIP Code                    | Hazardous Materials Management and Waste Technology/Technician             | 15.0508 Hazardous Materials Management and Waste Technology/Technician     |
|                                                                                     | Department                  | E S - Environmental Studies                                                | E S - Environmental Studies                                                |
|  | Effective Term              | Fall 2025                                                                  | Fall <del>2025</del> <u>2027</u>                                           |
|                                                                                     | SAM Priority Code (CB09)    | C - Clearly Occupational                                                   | C - Clearly Occupational                                                   |



| Changed | Field                     | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Course Description</b> | This course is an introduction to the interrelated fields of Environmental Resource Management (ERM) and Pollution Prevention (P2), surveying the areas of environmental law and regulation, environmental health, pollution control and prevention, environmental impact assessment, sustainable/"green" design, climate protection, and efficient/sustainable use of our fundamental environmental resources (air, water, land, food, climate, and extracted materials including timber, energy resources, and minerals/mined materials). The course explores associated job and career opportunities in the ERM and P2 fields. | This course is an introduction to the interrelated fields of Environmental Resource Management (ERM) and Pollution Prevention (P2). Students will survey the areas of environmental law and regulation, environmental health, pollution control and prevention, environmental impact assessment, sustainable/"green" design, climate protection, and efficient/sustainable use of our fundamental environmental resources (air, water, land, food, climate, and extracted materials including timber, energy resources, and minerals/mined materials). The course explores associated job and career opportunities in the ERM and P2 fields. |
|         | <b>Course Type (CB27)</b> | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| !       | <b>Mode of Delivery</b>   | <ul style="list-style-type: none"> <li>Hybrid</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Online</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

### Faculty Requirements

| Changed | Field               | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                |
|---------|---------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Discipline 1</b> | No value        | <ul style="list-style-type: none"> <li>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)</li> </ul> |
| !       | <b>Discipline 2</b> | No value        | <ul style="list-style-type: none"> <li>Biological Sciences</li> </ul>                                                                                                                                                                                                                                                           |
| !       | <b>Discipline 3</b> | No value        | <ul style="list-style-type: none"> <li>Ecology</li> </ul>                                                                                                                                                                                                                                                                       |
| !       | <b>FSA</b>          | No value        | <ul style="list-style-type: none"> <li>FHDA FSA - BIOLOGICAL SCIENCES</li> </ul>                                                                                                                                                                                                                                                |

**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. It is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need for an introductory survey course of the major. | This course meets a General Education requirement for De Anza. It is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need for an introductory survey course of the major. |

**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

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

|  |                           |          |  |
|--|---------------------------|----------|--|
|  | <b>Foothill Course ID</b> | No value |  |
|--|---------------------------|----------|--|

|  |                                                    |    |    |
|--|----------------------------------------------------|----|----|
|  | <b>Does the course have a Foothill equivalent?</b> | No | No |
|--|----------------------------------------------------|----|----|

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

|  |                                                                     |          |                                                                                                                                                                                                                                                                                                                                                     |
|--|---------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Please summarize the ways in which your course includes DEI.</b> | No value | <u>Course study material will be varied (video, readings, discussions); students have an opportunity to comment and provide feedback on exams and homework; homework submission and discussions will allow different types (written, video, oral) where appropriate to show apprehension. The course also uses no cost textbooks and materials.</u> |
|--|---------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



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



## More Options

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

|  |                                  |                                      |                                      |
|--|----------------------------------|--------------------------------------|--------------------------------------|
|  | <b>Basic Skill Status (CB08)</b> | Course is not a basic skills course. | Course is not a basic skills course. |
|--|----------------------------------|--------------------------------------|--------------------------------------|

|  |                                      |                 |                 |
|--|--------------------------------------|-----------------|-----------------|
|  | <b>Course Prior To College Level</b> | Not applicable. | Not applicable. |
|--|--------------------------------------|-----------------|-----------------|

|  |                                           |                                |                                |
|--|-------------------------------------------|--------------------------------|--------------------------------|
|  | <b>Course Special Class Status (CB13)</b> | Course is not a special class. | Course is not a special class. |
|--|-------------------------------------------|--------------------------------|--------------------------------|

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

### UC Transferable and/or Lower-Division Major Requirement

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

### Associated Programs

| Changed | Field |
|---------|-------|
|---------|-------|

## Current Version

## Proposed Version

Course is part  
of a program

**Associated Program** Community Impact (In Development)

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

**Associated Program** Community Impact (In Development)

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

**Associated Program** Energy Management and Building Science

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

**Associated Program** Energy Management and Building Science

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

**Associated Program** Environmental Resource Management and Pollution Prevention

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

**Associated Program** Environmental Resource Management and Pollution Prevention

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

**Associated Program** Environmental Resource Management and Pollution Prevention

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

**Associated Program** Environmental Resource Management and Pollution Prevention

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

**Associated Program** Environmental Resource Management and Pollution Prevention

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

**Associated Program** Environmental Resource Management and Pollution Prevention

**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                                                                                                          |
|---------|-------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|         |       | <div><div>Associated Program</div><div>Liberal Arts (Science, Math and Engineering Emphasis) (In Development)</div></div> | <div><div>Associated Program</div><div>Liberal Arts (Science, Math and Engineering Emphasis) (In Development)</div></div> |
|         |       | <div><div>Award Type</div><div>Associate in Arts (A.A.) Degree</div></div>                                                | <div><div>Award Type</div><div>Associate in Arts (A.A.) Degree</div></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                         | <div><div>System/Institution</div><div>De Anza GE</div></div> <div><div>Area(s)</div><div><ul style="list-style-type: none"><li>2G4X - Approved.</li><li>2G5X - Approved.</li></ul></div></div> <div><div>-</div><div>No value</div></div> | <div><div>System/Institution</div><div>De Anza GE</div></div> <div><div>Area(s)</div><div><ul style="list-style-type: none"><li>2G4X - Approved.</li><li>2G5X - Approved.</li></ul></div></div> <div><div>-</div><div>No value</div></div> |

| 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

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

### Credit Units

| Changed | Field                                  | Current Version | Proposed Version |
|---------|----------------------------------------|-----------------|------------------|
|         | <b>Course Duration (Weeks)</b>         | 12              | 12               |
|         | <b>Total Lecture Hours per Term</b>    | 144             | 144              |
|         | <b>Total Laboratory Hours per Term</b> | -               | 0                |
|         | <b>Total Contact Hours per Term</b>    | -               | 0                |
|         | <b>Total Credit Units</b>              | 4               | 4                |
|         | <b>Minimum Credit Units</b>            | 4               | 4                |
|         | <b>Maximum Credit Units</b>            | 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>Lecture and visual aids</div><div>Discussion of assigned reading</div><div>Discussion and problem solving performed in class</div><div>In-class exploration of Internet sites</div><div>Quiz and examination review performed in class</div><div>Homework and extended projects</div><div>Field observation and field trips</div><div>Guest speakers</div><div>Collaborative learning and small group exercises</div></div> | <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>In-class exploration of Internet sites</div><div>Quiz and examination review performed in class</div><div>Homework and extended projects</div><div>Field observation and field trips</div><div>Guest speakers</div><div>Collaborative learning and small group exercises</div></div> |

| Changed                                                                           | Field              | Current Version                                                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Assignments</b> | <ol style="list-style-type: none"><li>1. Reading assignments from the text and other assigned sources.</li><li>2. Writing assignments involving summary, synthesis and critical analysis of data and information</li><li>3. In-class and/or online discussions, including collaborative group exercises.</li></ol> | <ol style="list-style-type: none"><li>1. Reading assignments from the text and other assigned sources.</li><li>2. Assignments involving summary, synthesis and critical analysis of data and information which may be completed in written, video, presentation, or audio format where appropriate.</li><li>3. In-class and/or online discussions, including collaborative group exercises and peer reviews. Students may complete these in a method of their choosing (video, teams, written, poster, etc.) where appropriate.</li></ol> |

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

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Quizzes to evaluate student comprehension of course concepts and principles and their application.</li> <li>2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.</li> <li>3. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.</li> <li>4. Collaborative group exercises to evaluate student comprehension of course concepts and principles and their application.</li> </ol> | <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Quizzes to evaluate student comprehension of course concepts and principles and their application. Rubrics, feedback, and examples will be provided prior to evaluation.</li> <li>2. Thoughtful contributions and participation in class discussions that demonstrate knowledge of subject matter. Rubrics, feedback, and examples will be provided prior to evaluation.</li> <li>3. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application. Rubrics, feedback, and examples will be provided prior to evaluation.</li> <li>4. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application. A comprehensive review will be given prior to evaluation.</li> <li>5. Collaborative group exercises and peer</li> </ol> |

| Changed | Field                                                           | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|         |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | reviews to evaluate student comprehension of course concepts and principles and their application where applicable. Rubrics, feedback, and examples will be provided prior to evaluation.                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| !       | <b>Essential Student Materials/Essential College Facilities</b> | <b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• None.</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• Kirsch Center for Environmental Studies: A LEED Platinum-rated green building designed to showcase and teach effective energy management, efficient environmental resource use, and pollution prevention (which are the basic focuses of this course)</li> <li>• Includes various environmental monitoring equipment and systems, including a rooftop air pollution monitoring station</li> </ul> | <b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• Kirsch Center for Environmental Studies: A LEED Platinum-rated green building designed to showcase and teach effective energy management, efficient environmental resource use, and pollution prevention (which are the basic focuses of this course)</li> <li>• Cheesman Environmental Studies Area</li> <li>• Includes various environmental monitoring equipment and systems, including a rooftop air pollution monitoring station</li> </ul> |

## Changed Field

## Current Version

## Proposed Version



### Examples of Primary Texts and References

|                     |                                                                                     |
|---------------------|-------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                            |
| <b>Author</b>       | Miller and Spoolman.<br>"Sustaining The Earth." 11th Edition.<br>Brooks-Cole. 2014. |
| <b>Publisher</b>    | No value                                                                            |
| <b>Date/Edition</b> | No value                                                                            |
| <b>ISBN</b>         | No value                                                                            |

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|---------------------|-------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                            |
| <b>Author</b>       | Miller and Spoolman.<br>"Sustaining The Earth."<br>11th Edition. Brooks-Cole. 2014. |
| <b>Publisher</b>    | No value                                                                            |
| <b>Date/Edition</b> | No value                                                                            |
| <b>ISBN</b>         | No value                                                                            |

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|---------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                                      |
| <b>Author</b>       | Herson, Albert and Gary Lucks,<br>"California Environmental Law and Policy," 2nd Edition. Solano Press. 2017. |
| <b>Publisher</b>    | No value                                                                                                      |
| <b>Date/Edition</b> | No value                                                                                                      |
| <b>ISBN</b>         | No value                                                                                                      |

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|---------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                                                            |
| <b>Author</b>       | Nathanson, Jerry. "Basic Environmental Technology: Water Supply, Waste Management & Pollution Control," 6th Ed. Prentice Hall. 2015 |
| <b>Publisher</b>    | No value                                                                                                                            |
| <b>Date/Edition</b> | No value                                                                                                                            |
| <b>ISBN</b>         | No value                                                                                                                            |

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|---------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                                                               |
| <b>Author</b>       | Nathanson, Jerry.<br>"Basic Environmental Technology: Water Supply, Waste Management & Pollution Control," 6th Ed. Prentice Hall. 2015 |
| <b>Publisher</b>    | No value                                                                                                                               |
| <b>Date/Edition</b> | No value                                                                                                                               |
| <b>ISBN</b>         | No value                                                                                                                               |

|                     |                                                                                             |
|---------------------|---------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                    |
| <b>Author</b>       | Friis, Robert. "Essentials of Environmental Health." 3rd Edition. Jones and Bartlett. 2019. |
| <b>Publisher</b>    | No value                                                                                    |
| <b>Date/Edition</b> | No value                                                                                    |
| <b>ISBN</b>         | No value                                                                                    |

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| <b>Title</b>        | No value                                                                                                   |
| <b>Author</b>       | Friis, Robert.<br>"Essentials of<br>Environmental<br>Health." 3rd Edition.<br>Jones and Bartlett.<br>2019. |
| <b>Publisher</b>    | No value                                                                                                   |
| <b>Date/Edition</b> | No value                                                                                                   |
| <b>ISBN</b>         | No value                                                                                                   |

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|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                                                                                                                 |
| <b>Author</b>       | International<br>Organization for<br>Standardization<br>(ISO). "ISO 14001:<br>Standard For<br>Environmental<br>Management<br>Systems (EMS):<br>2015 Version".<br>Geneva,<br>Switzerland. |
| <b>Publisher</b>    | No value                                                                                                                                                                                 |
| <b>Date/Edition</b> | No value                                                                                                                                                                                 |
| <b>ISBN</b>         | No value                                                                                                                                                                                 |

|                     |                                                                                                                                                                                 |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Author</b>       | International<br>Organization for<br>Standardization (ISO).<br>"ISO 14001: Standard<br>For Environmental<br>Management Systems<br>(EMS): 2015 Version".<br>Geneva, Switzerland. |
| <b>Publisher</b>    | No value                                                                                                                                                                        |
| <b>Date/Edition</b> | No value                                                                                                                                                                        |
| <b>ISBN</b>         | No value                                                                                                                                                                        |

|                     |                                                                 |
|---------------------|-----------------------------------------------------------------|
| <b>Title</b>        | A Primer on Earth<br>Pollution: Pollution<br>Types and Disposal |
| <b>Author</b>       | J. Senthil, Kumar;P.,<br>Ponmurugan;A. Vinoth,<br>Kanna         |
| <b>Publisher</b>    | Singapore : Bentham<br>Science Publishers Ltd.                  |
| <b>Date/Edition</b> | 2020                                                            |
| <b>ISBN</b>         | 9789811476532.<br>9789811476556.                                |

| Changed | Field | Current Version | Proposed Version |
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### Suggested Reading List

No value

**Reading List** Cox, Doye B. "Hazardous Materials Management Desk Reference." 3rd Edition. Alliance of Hazardous Materials Professionals. 2013.

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

**Reading List** Bass, Bogdan, and Rivasplata. "The CEQA Deskbook." 3rd Edition. Solano Press. 2012.

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

**Reading List** Hess-Kosa, Kathleen. "Environmental Site Assessment: Phase I Fundamentals, Guidelines, and Regulations." 3rd Edition. CRC Press. 2008

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

| Changed | Field | Current Version                                                                                                                         | Proposed Version |
|---------|-------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------|
|         |       | <div><div>Reading List</div><div>Kahrl and Roland-Holst. "Climate Change in California: Risk and Response." UC Press. 2012.</div></div> |                  |
|         |       | <div><div>May include, but are not limited to</div><div>No value</div></div>                                                            |                  |
|         |       | <div><div>Reading List</div><div>Graedel and Allenby "Industrial Ecology and Sustainable Engineering." Prentice Hall. 2009.</div></div> |                  |
|         |       | <div><div>May include, but are not limited to</div><div>No value</div></div>                                                            |                  |

| Learning Outcomes |
|-------------------|
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| Changed | Field             | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| !       | Course Objectives | <ul style="list-style-type: none"> <li>• Explore the basic concepts of Environmental Resource Management and Pollution Prevention</li> <li>• Examine how environmental resource management and pollution prevention plays a critical role in achieving a sustainable society.</li> <li>• Explore and assess the 6 basic Environmental Resources: Air, Water, Land, Food, Extracted Materials, and Climate System.</li> <li>• Examine major U.S. and California environmental laws and the associated governmental regulatory agencies that implement those laws.</li> <li>• Investigate basic environmentally-related human health concerns and the basic principles and practices employed in the field of Environmental Health.</li> <li>• Explore common pollution control technologies designed to treat or capture pollution at its source prior to release into the environment.</li> <li>• Examine pollution prevention approaches and techniques designed to reduce or eliminate pollution/waste at its source through use of the "three R's": Reduce-Reuse-Recycle.</li> <li>• Investigate the basics of Environmental Management, including ISO 14001-certified Environmental Management Systems (EMS) and associated Environmental Performance Reports (EPRs).</li> <li>• Examine the "CEQA process" used to evaluate, mitigate &amp; publicly disclose the potential environmental effects of proposed development projects.</li> <li>• Examine the Environmental Site Assessment (ESA) process used to assess industrial, commercial, multi-unit residential, and "brownfield" sites (properties) for</li> </ul> | <ul style="list-style-type: none"> <li>• Explore the basic concepts of Environmental Resource Management and Pollution Prevention.</li> <li>• Examine how environmental resource management and pollution prevention plays a critical role in achieving a sustainable society.</li> <li>• Explore and assess the 6 basic Environmental Resources: Air, Water, Land, Food, Extracted Materials, and Climate System.</li> <li>• Examine major U.S. and California environmental laws and the associated governmental regulatory agencies that implement those laws.</li> <li>• Investigate basic environmentally-related human health concerns and the basic principles and practices employed in the field of Environmental Health.</li> <li>• Explore common pollution control technologies designed to treat or capture pollution at its source prior to release into the environment.</li> <li>• Examine pollution prevention approaches and techniques designed to reduce or eliminate pollution/waste at its source through use of the "three R's": Reduce-Reuse-Recycle.</li> <li>• Investigate California's approach to addressing global warming/climate change.</li> <li>• Investigate the basics of Environmental Management, including ISO 14001-certified Environmental Management Systems (EMS) and associated Environmental Performance Reports (EPRs).</li> <li>• Examine "big issues" in Environmental Resource Management.</li> <li>• Examine monitoring and assessment technologies, systems, and tools employed in Environmental Resource</li> </ul> |

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|         |       | <div>environmental contamination and associated remediation (cleanup).</div> <div><div><div>• Investigate California's approach to addressing global warming/climate change.</div><div>• Examine "big issues" in Environmental Resource Management.</div><div>• Explore career opportunities in Environmental Resource Management and Pollution Prevention.</div><div>• Examine monitoring and assessment technologies, systems, and tools employed in Environmental Resource Management and Pollution Prevention.</div></div></div> | <div>Management and Pollution Prevention including Environmental Management Systems, Environmental Site Assessments and Environmental Impact Disclosures (CEQA / NEPA).</div> <div><div><div>• Explore career opportunities in Environmental Resource Management and Pollution Prevention.</div></div></div> |
| CSLOs   |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                              |
|         |       | <div><div>CSLOs</div><div>Demonstrate the ability to communicate the elements, principles and practices involved with Environmental Resource Management and Pollution Prevention.</div></div>                                                                                                                                                                                                                                                                                                                                        | <div><div>CSLOs</div><div>Demonstrate the ability to communicate the elements, principles and practices involved with Environmental Resource Management and Pollution Prevention.</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 |
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| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| !       | Course Content | <ol style="list-style-type: none"> <li>1. Explore the basic concepts of Environmental Resource Management and Pollution Prevention               <ol style="list-style-type: none"> <li>1. Compare and contrast Environmental Resource Management versus Natural Resource Management</li> <li>2. Compare and contrast Pollution Prevention versus Pollution Control versus Pollution Cleanup</li> </ol> </li> <li>2. Examine how environmental resource management and pollution prevention plays a critical role in achieving a sustainable society.               <ol style="list-style-type: none"> <li>1. Examine the general concepts of sustainability/sustainable development, environmental stewardship, and environmental equity/justice.</li> <li>2. Examine the seven central themes of Agenda 21, the UN-led development of a worldwide "blueprint for sustainability."</li> <li>3. Examine how environmental resource management helps conserves natural resources and prevents pollution and waste.</li> <li>4. Examine how environmental resource management and pollution prevention helps alleviate global climate change.</li> <li>5. Examine the economic benefits that environmental resource management and pollution prevention provides to both business/industry and society at large.</li> </ol> </li> <li>3. Explore and assess the 6 basic Environmental Resources: Air, Water, Land, Food, Extracted Materials, and Climate System.               <ol style="list-style-type: none"> <li>1. Explore the key human uses of each basic environmental</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Explore the basic concepts of Environmental Resource Management and Pollution Prevention.               <ol style="list-style-type: none"> <li>1. Compare and contrast Environmental Resource Management versus Natural Resource Management</li> <li>2. Compare and contrast Pollution Prevention versus Pollution Control versus Pollution Cleanup</li> </ol> </li> <li>2. Examine how environmental resource management and pollution prevention plays a critical role in achieving a sustainable society.               <ol style="list-style-type: none"> <li>1. Examine the general concepts of sustainability/sustainable development, environmental stewardship, and environmental equity/justice.</li> <li>2. Examine the seven central themes of Agenda 21, the UN-led development of a worldwide "blueprint for sustainability."</li> <li>3. Examine how environmental resource management helps conserves natural resources and prevents pollution and waste.</li> <li>4. Examine how environmental resource management and pollution prevention helps alleviate global climate change.</li> <li>5. Examine the economic benefits that environmental resource management and pollution prevention provides to both business/industry and society at large.</li> </ol> </li> <li>3. Explore and assess the 6 basic Environmental Resources: Air, Water, Land, Food, Extracted Materials, and Climate System.               <ol style="list-style-type: none"> <li>1. Explore the key human uses of each basic environmental</li> </ol> </li> </ol> |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|         |       | <p>resource.</p> <p>2. Explore the key concerns (pollution, etc.) surrounding each basic environmental resource.</p> <p>3. Explore the key U.S. and state governmental agencies responsible for protection and management of our basic environmental resources.</p> <p>4. Examine major U.S. and California environmental laws and the associated governmental regulatory agencies that implement those laws.</p> <p>1. Examine how laws are made (the "legislative process") and subsequently implemented (by governmental regulatory agencies).</p> <p>2. Examine major U.S. environmental laws (Clean Air Act, Clean Water Act, etc.) and the associated governmental regulatory agencies that implement those laws (USEPA, etc.).</p> <p>3. Examine major California environmental laws (California Air Pollution Control Laws, California Water Code, AB 32-The Global Warming Solutions Act, etc.) and the associated governmental regulatory agencies that implement those laws (Cal/EPA, etc.).</p> <p>4. Examine the legal interaction between federal, state and local/regional environmental laws and associated regulations.</p> <p>5. Investigate basic environmentally-related human health concerns and the basic principles and practices employed in the field of Environmental Health.</p> | <p>resource.</p> <p>2. Explore the key concerns (pollution, etc.) surrounding each basic environmental resource.</p> <p>3. Explore the key U.S. and state governmental agencies responsible for protection and management of our basic environmental resources.</p> <p>4. Examine major U.S. and California environmental laws and the associated governmental regulatory agencies that implement those laws.</p> <p>1. Examine how laws are made (the "legislative process") and subsequently implemented (by governmental regulatory agencies).</p> <p>2. Examine major U.S. environmental laws (Clean Air Act, Clean Water Act, etc.) and the associated governmental regulatory agencies that implement those laws (USEPA, etc.).</p> <p>3. Examine major California environmental laws (California Air Pollution Control Laws, California Water Code, AB 32-The Global Warming Solutions Act, etc.) and the associated governmental regulatory agencies that implement those laws (Cal/EPA, etc.).</p> <p>4. Examine the legal interaction between federal, state and local/regional environmental laws and associated regulations.</p> <p>5. Investigate basic environmentally-related human health concerns and the basic principles and practices employed in the field of Environmental Health.</p> |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|         |       | <ol style="list-style-type: none"> <li>Investigate and assess the 3 basic types of environmentally-related human health hazards (chemical, biological, and radiation) and the 5 basic sources of those hazards (Air/Water/Land Pollution; Toxic Chemicals &amp; Hazardous Waste; Radiation Sources &amp; Radioactive Waste; Food &amp; Drinking Water Contamination; Environmental Diseases &amp; Associated Pathogens).</li> <li>Investigate the basic risk assessment and risk management processes used to address environmentally-related human health concerns.</li> <li>Investigate basic chemical hazards (cancer, etc.), their evaluation, and approaches used to deal with chemical hazard risks.</li> <li>Investigate the concept of environmental equity/justice and its relationship to the field of environmental health.</li> <li>Explore common pollution control technologies designed to treat or capture pollution at its source prior to release into the environment. <ol style="list-style-type: none"> <li>Explore common air pollution control technologies employed.</li> <li>Explore common water pollution control technologies employed.</li> <li>Explore common waste treatment and disposal technologies employed.</li> <li>Explore assessment, cleanup and restoration/redevelopment of contaminated land and "brownfields", including via the standardized</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>Investigate and assess the 3 basic types of environmentally-related human health hazards (chemical, biological, and radiation) and the 5 basic sources of those hazards (Air/Water/Land Pollution; Toxic Chemicals &amp; Hazardous Waste; Radiation Sources &amp; Radioactive Waste; Food &amp; Drinking Water Contamination; Environmental Diseases &amp; Associated Pathogens).</li> <li>Investigate the basic risk assessment and risk management processes used to address environmentally-related human health concerns.</li> <li>Investigate basic chemical hazards (cancer, etc.), their evaluation, and approaches used to deal with chemical hazard risks.</li> <li>Investigate the concept of environmental equity/justice and its relationship to the field of environmental health.</li> <li>Explore common pollution control technologies designed to treat or capture pollution at its source prior to release into the environment. <ol style="list-style-type: none"> <li>Explore common air pollution control technologies employed.</li> <li>Explore common water pollution control technologies employed.</li> <li>Explore common waste treatment and disposal technologies employed.</li> <li>Explore assessment, cleanup and restoration/redevelopment of contaminated land and "brownfields", including via the standardized</li> </ol> </li> </ol> |



| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|         |       | <p>Environmental Site Assessment (ESA) process.</p> <p>7. Examine pollution prevention approaches and techniques designed to reduce or eliminate pollution/waste at its source through use of the "three R's": Reduce-Reuse-Recycle.</p> <ol style="list-style-type: none"> <li>1. Examine the general use of the "3-R's" for pollution prevention.</li> <li>2. Examine the general public and its embrace/non-embrace of the "4-R's" (the traditional 3-R's plus the "4th R" of "Refuse").</li> <li>3. Examine the 5 Basic Approaches used for Pollution Reduction: Laws &amp; Regulations; Standards &amp; Certifications; Economic Incentives; Public Information Reporting &amp; Consumer Awareness; Public Pressure.</li> <li>4. Examine select specific pollution prevention approaches and techniques (such as Life Cycle Assessment, Design for the Environment, Product Stewardship, Green Building, Green Chemistry, Energy Management, Water Conservation, etc.)</li> <li>5. Investigate the related concepts of Industrial Ecology and Sustainable Design.</li> <li>6. Examine the future of Pollution Prevention.</li> </ol> <p>8. Investigate the basics of Environmental Management, including ISO 14001-certified Environmental Management Systems (EMS) and associated Environmental Performance Reports (EPRs).</p> <ol style="list-style-type: none"> <li>1. Investigate the relationship between Environmental</li> </ol> | <p>Environmental Site Assessment (ESA) process.</p> <p>7. Examine pollution prevention approaches and techniques designed to reduce or eliminate pollution/waste at its source through use of the "three R's": Reduce-Reuse-Recycle.</p> <ol style="list-style-type: none"> <li>1. Examine the general use of the "3-R's" for pollution prevention.</li> <li>2. Examine the general public and its embrace/non-embrace of the "4-R's" (the traditional 3-R's plus the "4th R" of "Refuse").</li> <li>3. Examine the 5 Basic Approaches used for Pollution Reduction: Laws &amp; Regulations; Standards &amp; Certifications; Economic Incentives; Public Information Reporting &amp; Consumer Awareness; Public Pressure.</li> <li>4. Examine select specific pollution prevention approaches and techniques (such as Life Cycle Assessment, Design for the Environment, Product Stewardship, Green Building, Green Chemistry, Energy Management, Water Conservation, etc.)</li> <li>5. Investigate the related concepts of Industrial Ecology and Sustainable Design.</li> <li>6. Examine the future of Pollution Prevention.</li> </ol> <p>8. Investigate California's approach to addressing global warming/climate change.</p> <ol style="list-style-type: none"> <li>1. Investigate state law AB 32, California's Global Warming Solutions Act, for reducing greenhouse gas emissions statewide.</li> </ol> |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | <p>Management (EM) and use of Environmental Management Systems (EMS).</p> <p>2. Investigate the basics of the ISO 14001 EMS Standard and the key components of an ISO 14001-certified EMS.</p> <p>3. Investigate the Global Reporting Initiative's (GRI) Framework for Environmental and Sustainability Performance Reports and its associated database of such company-generated reports.</p> <p>4. Examine select Environmental/Sustainability Management Plans and Performance Reports (such as DeAnza's Sustainability Management Plan, San Mateo County's Annual Sustainability Indicators Report, etc.).</p> <p>9. Examine the "CEQA process" used to evaluate, mitigate &amp; publicly disclose the potential environmental effects of proposed development projects.</p> <p>1. Examine the history and background to passage of the California Environmental Quality Act (CEQA).</p> <p>2. Examine the basic components of the CEQA Process: Preliminary Review, Initial Study, and Environmental Impact Report.</p> <p>3. Examine a real-world Environmental Impact Report such as the one prepared for Apple's "Spaceship Campus" in Cupertino.</p> <p>4. Examine the controversy over CEQA between developers and environmentalists.</p> | <p>2. Investigate state and local climate change adaptation strategies &amp; implementation plans.</p> <p>3. Investigate other notable state &amp; local efforts to address global warming/climate change, including local (city/county) Climate Action Plans.</p> <p>9. Investigate the basics of Environmental Management, including ISO 14001-certified Environmental Management Systems (EMS) and associated Environmental Performance Reports (EPRs).</p> <p>1. Investigate the relationship between Environmental Management (EM) and use of Environmental Management Systems (EMS).</p> <p>2. Investigate the basics of the ISO 14001 EMS Standard and the key components of an ISO 14001-certified EMS.</p> <p>3. Investigate the Global Reporting Initiative's (GRI) Framework for Environmental and Sustainability Performance Reports and its associated database of such company-generated reports.</p> <p>4. Examine select Environmental/Sustainability Management Plans and Performance Reports (such as DeAnza's Sustainability Management Plan, San Mateo County's Annual Sustainability Indicators Report, etc.).</p> <p>10. Examine "big issues" in Environmental Resource Management.</p> <p>1. Examine environmental justice, gentrification and</p> |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | <p>10. Examine the Environmental Site Assessment (ESA) process used to assess industrial, commercial, multi-unit residential, and "brownfield" sites (properties) for environmental contamination and associated remediation (cleanup).</p> <ol style="list-style-type: none"> <li>1. Examine the Phase I ESA process (Site Investigation &amp; Screening)</li> <li>2. Examine the Phase II ESA process (Site Sampling &amp; Characterization).</li> <li>3. Examine the Phase III ESA Process (Remediation Plan Development).</li> </ol> <p>11. Investigate California's approach to addressing global warming/climate change.</p> <ol style="list-style-type: none"> <li>1. Investigate state law AB 32, California's Global Warming Solutions Act, for reducing greenhouse gas emissions statewide.</li> <li>2. Investigate state and local climate change adaptation strategies &amp; implementation plans.</li> <li>3. Investigate other notable state &amp; local efforts to address global warming/climate change, including local (city/county) Climate Action Plans.</li> </ol> <p>12. Examine "big issues" in Environmental Resource Management.</p> <ol style="list-style-type: none"> <li>1. Examine what an environmentally sustainable society is.</li> <li>2. Examine how environmentally sustainable societies can grow economically.</li> <li>3. Examine how our ecological footprints are affecting the Earth.</li> <li>4. Examine why we have major environmental problems (i.e., the primary causes of</li> </ol> | <p>equity issues in resource management.</p> <ol style="list-style-type: none"> <li>2. Examine what an environmentally sustainable society is.</li> <li>3. Examine how environmentally sustainable societies can grow economically.</li> <li>4. Examine how our ecological footprints are affecting the Earth.</li> <li>5. Examine why we have major environmental problems (i.e., the primary causes of environmental problems - population, wasteful resource use, etc.)</li> <li>6. Examine the Scientific Principles of Sustainability (reliance on solar energy, biodiversity, etc.) and an associated Roadmap to Sustainability.</li> <li>7. Examine consumerism and our linear "materials economy" using the "Story of Stuff" video and associated website as a launching point.</li> </ol> <p>11. Examine monitoring and assessment technologies, systems, and tools employed in Environmental Resource Management and Pollution Prevention.</p> <ol style="list-style-type: none"> <li>1. Examine environmental health monitoring and assessment technologies, systems, and tools.</li> <li>2. Examine air, water, and land monitoring and assessment technologies, systems, and tools.</li> <li>3. Examine pollution and waste monitoring and assessment technologies, systems, and tools.</li> <li>4. Examine Environmental Management Systems (EMS) software systems and</li> </ol> |

| Changed | Field | Current Version                                                                                                                                    | Proposed Version                                                                                                                                                                                                                    |
|---------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | environmental problems - population, wasteful resource use, etc.)                                                                                  | tools.                                                                                                                                                                                                                              |
|         |       | 5. Examine the Scientific Principles of Sustainability (reliance on solar energy, biodiversity, etc.) and an associated Roadmap to Sustainability. | Including Environmental Site Assessment (ESA) monitoring and assessment technologies, systems, and tools.                                                                                                                           |
|         |       | 6. Examine consumerism and our linear "materials economy" using the "Story of Stuff" video and associated website as a launching point.            | 5. Examine the Environmental Site Assessment (ESA) process used to assess industrial, commercial, multi-unit residential, and "brownfield" sites (properties) for environmental contamination and associated remediation (cleanup). |
|         |       | 13. Explore career opportunities in Environmental Resource Management and Pollution Prevention.                                                    | 1. Overview of Phase I ESA process (Site Investigation & Screening), Phase II (Site Sampling & Characterization). And Phase III (Remediation Plan Development).                                                                     |
|         |       | 1. Explore the current overall employment outlook in Environmental Resource Management and Pollution Prevention.                                   | 6. Examine Environmental Impact Assessment (EIA) software systems and tools such as the California Environmental Quality Act (CEQA).                                                                                                |
|         |       | 2. Explore potential employers in both the public and private sectors: business/industry, government and non-profits/NGOs.                         | 1. Overview of history and background of the California Environmental Quality Act (CEQA), basic components of the CEQA Process (Preliminary Review, Initial Study, and Environmental Impact Report), and controversies.             |
|         |       | 14. Examine monitoring and assessment technologies, systems, and tools employed in Environmental Resource Management and Pollution Prevention.     | 2. Examine a real-world Environmental Impact Report such as the one prepared for Apple's "Spaceship Campus" in Cupertino.                                                                                                           |
|         |       | 1. Examine environmental health monitoring and assessment technologies, systems, and tools.                                                        |                                                                                                                                                                                                                                     |
|         |       | 2. Examine air, water, and land monitoring and assessment technologies, systems, and tools.                                                        |                                                                                                                                                                                                                                     |
|         |       | 3. Examine pollution and waste monitoring and assessment technologies, systems, and tools.                                                         |                                                                                                                                                                                                                                     |
|         |       | 4. Examine Environmental Site Assessment (ESA) monitoring and assessment                                                                           |                                                                                                                                                                                                                                     |

| Changed | Field                        | Current Version                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                                                  |
|---------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                              | technologies, systems, and tools.<br>5. Examine Environmental Management Systems (EMS) software systems and tools.<br>6. Examine Environmental Impact Assessment (EIA) software systems and tools. | 12. Explore career opportunities in Environmental Resource Management and Pollution Prevention.<br>1. Explore the current overall employment outlook in Environmental Resource Management and Pollution Prevention.<br>2. Explore potential employers in both the public and private sectors: business/industry, government and non-profits/NGOs. |
|         | 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;<br>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 |
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**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

No Value

**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                                                                                               |
|---------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|         | <b>Advisory(ies):</b>                       | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. |
|         | <b>Advisory(ies) - Other:</b>               | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Limitation(s) on Enrollment:</b>         | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Limitation(s) on Enrollment - Other:</b> | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Entrance Skills(s):</b>                  | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Entrance Skill(s) - Other:</b>           | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>General Course Statement(s):</b>         | (See general education pages for the requirements this course meets.)                                          | (See general education pages for the requirements this course meets.)                                          |
|         | <b>General Course Statement(s) - Other:</b> | No Value                                                                                                       | No Value                                                                                                       |

### A-Matrix Form

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

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

### B-Matrix Form



| Changed | Questions                                                                                                                                                                                                                                                                   | Current Version | Proposed Version                                                                                                                                                                                                                                                                        |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p><b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p> | No Value        | No Value                                                                                                                                                                                                                                                                                |
| !       | <p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>                                                                                                                                     | No Value        | <p>Methods of Evaluation C. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application. Rubrics, feedback, and examples will be provided prior to evaluation</p> |
| !       | <p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>                                                                                                                                                                                                  | No Value        | <p>Outline J1 Examine environmental justice, gentrification and equity issues in resource management.</p>                                                                                                                                                                               |
| !       | <p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>                                                                                                                                                                                     | No Value        | <p>Methods of Instruction B. Assignments involving summary, synthesis and critical analysis of data and information which may be completed in written, video, presentation, or audio format where appropriate.</p>                                                                      |
| !       | <p><b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b></p>                                                                                                                                 | No Value        | <p>Outline D Examine major U.S. and California environmental laws and the associated governmental regulatory agencies that implement those laws.</p>                                                                                                                                    |

| Changed | Questions                                                                                                            | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                              |
|---------|----------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                              | No Value        | Outline E1. Investigate and assess the 3 basic types of environmentally-related human health hazards (chemical, biological, and radiation) and the 5 basic sources of those hazards (Air/Water/Land Pollution; Toxic Chemicals & Hazardous Waste; Radiation Sources & Radioactive Waste; Food & Drinking Water Contamination; Environmental Diseases & Associated Pathogens). |
| !       | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b> | No Value        | Outline J5. Examine why we have major environmental problems (i.e., the primary causes of environmental problems - population, wasteful resource use, etc.)                                                                                                                                                                                                                   |
| !       | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>        | No Value        | Methods of Instruction C. In-class and/or online discussions, including collaborative group exercises and peer reviews. Students may complete these in a method of their choosing (video, teams, written, poster, etc.) where appropriate.                                                                                                                                    |
| !       | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>          | No Value        | Methods of Instruction: homework and extended projects.                                                                                                                                                                                                                                                                                                                       |
| !       | <b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>                                             | No Value        | Outline I4. Examine select Environmental/Sustainability Management Plans and Performance Reports (such as DeAnza's Sustainability Management Plan, San Mateo County's Annual Sustainability Indicators Report, etc.).                                                                                                                                                         |

### C-Matrix Form

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

| Changed | Questions                                                                                                               | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 3:</b><br><b>Produce written work using a cyclical process of multiples drafts and revisions.</b>          | No Value        | No Value         |
|         | <b>Objective 4:</b><br><b>Demonstrate the ability to include a variety of sentence structures in writing.</b>           | No Value        | No Value         |
|         | <b>Objective 5:</b><br><b>Edit compositions to correct errors in the major conventions of Standard Written English.</b> | 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:<br>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:<br>Investigate the use of mathematics in real world.                                                                                                                                                                                     | No Value        | No Value         |
|         | Objective 3:<br>Explore functions.                                                                                                                                                                                                                    | No Value        | No Value         |
|         | Objective 4:<br>Develop linear function models.                                                                                                                                                                                                       | No Value        | No Value         |

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

**E-Matrix Form**

| Changed | Questions                                                                                                                                                                                                                                                | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>                                                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>                                                                                                                                                   | No Value        | No Value         |

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



| Changed | Questions                                                                    | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 9:<br/>Explore<br/>arithmetic<br/>sequences and<br/>series.</b> | No Value        | No Value         |

|  |                                                                                                                                                                                |          |          |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
|  | <b>Objective 10:<br/>Investigate,<br/>throughout the<br/>course as<br/>applicable, how<br/>mathematics<br/>has developed<br/>as a human<br/>activity around<br/>the world.</b> | No Value | No Value |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|

### F-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Pre-algebra or<br/>equivalent (or<br/>higher), or<br/>appropriate<br/>placement<br/>beyond pre-<br/>algebra. If this<br/>is the requisite<br/>for the course,<br/>complete the<br/>objective(s)<br/>below. If this<br/>requisite is<br/>being removed,<br/>provide an<br/>explanation as<br/>to why.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                            | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.             | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals.   | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                       | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                      | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                   | No Value        | No Value         |
|         | <b>Objective 6:</b><br>Use estimation to determine approximate solutions and to check the reasonableness of answers. | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                    | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:<br/>Explore rates and ratios and use proportions to solve problems.</b>                                                                                      | No Value        | No Value         |
|         | <b>Objective 8:<br/>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b> | No Value        | No Value         |
|         | <b>Objective 9:<br/>Explore the use of variables in expressions and evaluate algebraic expressions.</b>                                                                      | No Value        | No Value         |
|         | <b>Objective 10:<br/>Solve linear equations in one variable numerically and algebraically.</b>                                                                               | No Value        | No Value         |
|         | <b>Objective 11:<br/>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>                                                                     | No Value        | No Value         |

| Changed | Questions | Current Version | Proposed Version |
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|  |                                                                                                                                                                       |          |          |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
|  | <b>Objective 12:</b><br>Investigate,<br>throughout the<br>course as<br>applicable, how<br>mathematics<br>has developed<br>as a human<br>activity around<br>the world. | No Value | No Value |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|

### G-Matrix Form

| Changed | Questions | Current Version | Proposed Version |
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|  |                                                                                                                                           |          |          |
|--|-------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
|  | <b>If the requisite<br/>does not fall<br/>under an A-F<br/>Matrix is being<br/>removed,<br/>provide an<br/>explanation as<br/>to why.</b> | 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><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>                                                    | No Value        | No Value         |
|         | <p><b>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.</b></p> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

## De Anza GE Form

| Changed | Questions                                                                                                                                                                                                                                                                                           | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p> <b>Criteria 1:</b><br/> <b>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.)</b></p> | No Value        | <p>Outline: A. Explore the basic concepts of Environmental Resource Management and Pollution Prevention B. Examine how environmental resource management and pollution prevention plays a critical role in achieving a sustainable society. C. Explore and assess the 6 basic Environmental Resources: Air, Water, Land, Food, Extracted Materials, and Climate System. D. Examine major U.S. and California environmental laws and the associated governmental regulatory agencies that implement those laws. E. Investigate basic environmentally-related human health concerns and the basic principles and practices employed in the field of Environmental Health. F. Examine pollution prevention approaches and techniques designed to reduce or eliminate pollution/waste at its source through use of the "three R's": Reduce-Reuse-Recycle. G. Investigate the basics of Environmental Management, including ISO 14001-certified Environmental Management Systems (EMS) and associated Environmental Performance Reports (EPRs). J. Examine "big issues" in Environmental Resource Management. K.Examine monitoring and assessment technologies, systems, and tools employed in Environmental Resource Management and Pollution Prevention.</p> |

| Changed | Questions                                                                                                                                                                                                                                                                                                                                                                                                                             | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p> <b>Criteria 2:</b><br/> <b>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.)</b></p> | No Value        | <p>Assignments: B. Writing assignments involving summary, synthesis and critical analysis of data and information C. In-class and/or online discussions, including collaborative group exercises. Methods of Evaluation: A. Quizzes to evaluate student comprehension of course concepts and principles and their application. B. Thoughtful contributions and participation in class discussions that demonstrate knowledge of subject matter. C. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application. D. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application. E. Collaborative group exercises to evaluate student comprehension of course concepts and principles and their application.</p> |



| Changed                                                                           | Questions                                                                                                                                                                                                   | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Criteria 3:<br/>Stimulate<br/>critical thinking.<br/>(ONLY using<br/>the Outline,<br/>Assignments or<br/>Methods of<br/>Evaluation<br/>areas, cite,<br/>copy and paste<br/>the area<br/>referenced.)</b> | No Value        | <p>Assignments: B. Writing assignments involving summary, synthesis and critical analysis of data and information Methods of Evaluation: B. Thoughtful contributions and participation in class discussions that demonstrate knowledge of subject matter. C. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application. Outline:</p> <p>A.1 Compare and contrast Environmental Resource Management versus Natural Resource Management A.2 Compare and contrast Pollution Prevention versus Pollution Control versus Pollution Cleanup C.2 Explore the key concerns (pollution, etc.) surrounding each basic environmental resource. J.1 Examine what an environmentally sustainable society is. J.2 Examine how environmentally sustainable societies can grow economically. J.3 Examine how our ecological footprints are affecting the Earth. J.4 Examine why we have major environmental problems (i.e., the primary causes of environmental problems - population, wasteful resource use, etc.)</p> |

| Changed | Questions                                                                                                                                                                                                                                                                                                                                                                | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p> <b>Criteria 4:</b><br/> <b>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.)</b></p> | No Value        | <p>Assignments: B. Writing assignments involving summary, synthesis and critical analysis of data and information C. In-class and/or online discussions, including collaborative group exercises. Methods of Evaluation: B. Thoughtful contributions and participation in class discussions that demonstrate knowledge of subject matter. E. Collaborative group exercises to evaluate student comprehension of course concepts and principles and their application. Outline: B.1 Examine the general concepts of sustainability/sustainable development, environmental stewardship, and environmental equity/justice. B.2 Examine the seven central themes of Agenda 21, the UN-led development of a worldwide "blueprint for sustainability." B.5 Examine the economic benefits that environmental resource management and pollution prevention provides to both business/industry and society at large. C.2 Explore the key concerns (pollution, etc.) surrounding each basic environmental resource. E.4 Investigate the concept of environmental equity/justice and its relationship to the field of environmental health. G.2 Examine the general public and its embrace/non-embrace of the "4-R's" (the traditional 3-R's plus the "4th R" of "Refuse). J.4 Examine why we have major environmental problems (i.e., the primary causes of environmental problems - population, wasteful resource use, etc.)</p> |

| Changed | Questions                                                                                                                                                                                                                                                                      | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p> <b>Criteria 5:</b><br/> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p> | No Value        | <p>Outline: B. Examine how environmental resource management and pollution prevention plays a critical role in achieving a sustainable society. B.1 Examine the general concepts of sustainability/sustainable development, environmental stewardship, and environmental equity/justice. B.2 Examine the seven central themes of Agenda 21, the UN-led development of a worldwide "blueprint for sustainability." C. Explore and assess the 6 basic Environmental Resources: Air, Water, Land, Food, Extracted Materials, and Climate System. C.1 Explore the key human uses of each basic environmental resource. C.2 Explore the key concerns (pollution, etc.) surrounding each basic environmental resource. G. Examine pollution prevention approaches and techniques designed to reduce or eliminate pollution/waste at its source through use of the "three R's": Reduce-Reuse-Recycle. G.2 Examine the general public and its embrace/non-embrace of the "4-R's" (the traditional 3-R's plus the "4th R" of "Refuse). I. Investigate the basics of Environmental Management, including ISO 14001-certified Environmental Management Systems (EMS) and associated Environmental Performance Reports (EPRs). I.1 Investigate the relationship between Environmental Management (EM) and use of Environmental Management Systems (EMS). I.2 Investigate the basics of the ISO 14001 EMS Standard and the key components of an ISO 14001-certified EMS. I.3 Investigate the Global Reporting Initiative's (GRI) Framework for Environmental and Sustainability Performance Reports and its associated database of such company-generated reports. J. Examine "big issues" in Environmental Resource Management. J.1 Examine what an environmentally sustainable society is. J.2 Examine how environmentally sustainable societies can grow economically. J.3 Examine how our ecological footprints are affecting the</p> |

| Changed | Questions | Current Version |
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| Proposed Version |
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Earth. J.4 Examine why we have major environmental problems (i.e., the primary causes of environmental problems - population, wasteful resource use, etc.) J.5 Examine the Scientific Principles of Sustainability (reliance on solar energy, biodiversity, etc.) and an associated Roadmap to Sustainability. J.6 Examine consumerism and our linear "materials economy" using the "Story of Stuff" video and associated website as a launching point.



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

No Value

Outline: C.3 Explore the key U.S. and state governmental agencies responsible for protection and management of our basic environmental resources. I.4 Examine select Environmental/Sustainability Management Plans and Performance Reports (such as DeAnza's Sustainability Management Plan, San Mateo County's Annual Sustainability Indicators Report, etc.). K.6.b Examine a real-world Environmental Impact Report such as the one prepared for Apple's "Spaceship Campus" in Cupertino. L.2 Explore potential employers in both the public and private sectors: business/industry, government and non-profits/NGOs.

## 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

| Changed | Questions                                     | Current Version | Proposed Version |
|---------|-----------------------------------------------|-----------------|------------------|
|         | <b>Stage 5: SLO Coordinator</b>               | No Value        | No Value         |
|         | <b>Stage 7: Content Review Matrix Liaison</b> | No Value        | No Value         |
|         | <b>Stage 8: Dean of Online Learning</b>       | No Value        | No Value         |
|         | <b>Stage 9: Articulation Officer</b>          | No Value        | No Value         |
|         | <b>Stage 10: De Anza General Education</b>    | No Value        | No Value         |
|         | <b>Stage 13: Curriculum Committee</b>         | No Value        | No Value         |

## CO

| Changed | Questions                                      | Current Version | Proposed Version |
|---------|------------------------------------------------|-----------------|------------------|
|         | <b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>        | E S 050         | E S 050          |
|         | <b>Course Status</b>                           | Substantial     | Substantial      |
|         | <b>Course Characteristics</b>                  | CTE             | CTE              |
|         | <b>Cross-Listed/Related Course Information</b> | NA              | NA               |
|         | <b>Cross-Listed/Related Course ID's</b>        | No Value        | No Value         |
|         | <b>DL Approval Date (MM/DD/YYYY)</b>           | No Value        | No Value         |

| Changed                                                                           | Questions                                | Current Version                                                                                                                                                                                                                                                  | Proposed Version                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Hybrid Approval Date (MM/DD/YYYY)</b> | 06/04/2019                                                                                                                                                                                                                                                       | No Value                                                                                                                                                                                                                                                         |
|                                                                                   | <b>Curriculum Office Notes</b>           | <ul style="list-style-type: none"> <li>5/8/18 - Tech. change appr. (effect. F18) - added DAGE only.-mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc</li> </ul> | <ul style="list-style-type: none"> <li>5/8/18 - Tech. change appr. (effect. F18) - added DAGE only.-mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc</li> </ul> |

### Comments

| Changed | Questions                        | Current Version | Proposed Version |
|---------|----------------------------------|-----------------|------------------|
|         | <b>Stage 2: Department Chair</b> | No Value        | No Value         |

| Changed                                                                           | Questions    | Current Version | Proposed Version |                          |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Initiator - Indicate "Y" When Completed or Initiator's Response |
|-----------------------------------------------------------------------------------|--------------|-----------------|------------------|--------------------------|------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|  | Stage 3: DEI | No Value        |                  |                          |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                 |
|                                                                                   |              |                 | Date             | Tab                      | Part - Field                             | Type of Edit | Edit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                 |
|                                                                                   |              |                 | 02/25/2026       | Basic Course Information | Course Description                       | Suggested    | Consider a slight revision to bring in student-centered language (for example/such as, "This course is an introduction to the interrelated fields of Environmental Resource Management (ERM) and Pollution Prevention (P2). Students will survey the areas..." Thanks for providing these examples of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there is no representative OER textbook, please let me know in the initiator response box. This will satisfy the required component of this edit. | Y<br>Change implemented.                                        |
|                                                                                   |              |                 | 02/25/2026       | Specifications           | Examples of Primary Texts and References | Required     | The DEI statement notes that the course uses no cost textbooks -- that's great!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                 |

<https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=dfdc7a8c-2965-11f1-8727-bf8fd...> 59/62





| Changed | Questions                              | Current Version | Proposed Version |          |              |              |                                                    | Initiator - Indicate "Y" When Completed or Initiator's Response |
|---------|----------------------------------------|-----------------|------------------|----------|--------------|--------------|----------------------------------------------------|-----------------------------------------------------------------|
| !       | Stage 5: De Anza General Education     | No Value        | Date             | Tab      | Part - Field | Type of Edit | Edit                                               |                                                                 |
|         |                                        |                 | 3/10/26          | Matrix B |              | Required     | Please complete Matrix B for your English advisory | Y Sorry about that, not sure how that slipped by.               |
|         | Stage 6: Content Review Matrix Liaison | No Value        | No Value         |          |              |              |                                                    |                                                                 |
|         | Stage 7: Dean of Online Learning       | No Value        | No Value         |          |              |              |                                                    |                                                                 |
|         | Stage 8: SLO Coordinator               | No Value        | No Value         |          |              |              |                                                    |                                                                 |
|         | Stage 10: Curriculum Committee         | No Value        | No Value         |          |              |              |                                                    |                                                                 |

### Course Administration Codes

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

| Changed | Field                              | Current Version         |
|---------|------------------------------------|-------------------------|
|         | Curriculum ID                      | E SD050.                |
|         | Distance Education Approved        | Yes                     |
|         | Board of Trustees Approval Date    |                         |
|         | Curriculum Committee Approval Date |                         |
|         | Time to Next Review                | Sep 1, 2025 12:00:00 AM |

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

|  |                                              |                         |
|--|----------------------------------------------|-------------------------|
|  | <b>External<br/>Review<br/>Approval Date</b> | Sep 1, 2020 12:00:00 AM |
|--|----------------------------------------------|-------------------------|

|  |                                  |              |
|--|----------------------------------|--------------|
|  | <b>Course Control<br/>Number</b> | CCC000615114 |
|--|----------------------------------|--------------|

**Articulation**

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

|  |                                                    |  |
|--|----------------------------------------------------|--|
|  | <b>Course<br/>Crosswalk<br/>CRS-DEPT-<br/>NAME</b> |  |
|--|----------------------------------------------------|--|

|  |                                            |  |
|--|--------------------------------------------|--|
|  | <b>Course<br/>Crosswalk<br/>CRS-NUMBER</b> |  |
|--|--------------------------------------------|--|

De Anza College

# Change Report

03/26/2026

## Summary of Changes

| Section              | Changed field                                                                                                                 |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------|
| General Information  | Faculty Initiator                                                                                                             |
| General Information  | Effective Term                                                                                                                |
| General Information  | Mode of Delivery                                                                                                              |
| Faculty Requirements | Discipline 1                                                                                                                  |
| Faculty Requirements | Discipline 2                                                                                                                  |
| Faculty Requirements | 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                                                                                                             |
| B-Matrix Form        | Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.     |
| B-Matrix Form        | Objective 2: Develop analytical ideas and topics for essays.                                                                  |
| B-Matrix Form        | Objective 3: Compose and support thesis statements for analytical essays.                                                     |
| B-Matrix Form        | Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing. |
| B-Matrix Form        | Objective 5: Identify and practice writing for different audiences and purposes.                                              |
| B-Matrix Form        | Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.                 |
| B-Matrix Form        | Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.                        |
| B-Matrix Form        | Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.                          |

| Section       | Changed field                                                     |
|---------------|-------------------------------------------------------------------|
| B-Matrix Form | Objective 9: Demonstrate appropriate grammar usage and mechanics. |
| CO            | DL Approval Date (MM/DD/YYYY)                                     |
| CO            | Hybrid Approval Date (MM/DD/YYYY)                                 |
| Comments      | Stage 3: DEI                                                      |
| Comments      | Stage 4: Articulation Officer                                     |
| Comments      | Stage 6: Content Review Matrix Liaison                            |
| DEI Review    | Please summarize the ways in which your course includes DEI.      |
| DEI Review    | Please check all areas in the COR that address DEI.               |

General Information

| Changed                                                                             | Field                       | Current Version                                                | Proposed Version                                                       |
|-------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------|------------------------------------------------------------------------|
|    | Faculty Initiator           | • Shameka Walker                                               | • Joshua McCluskey                                                     |
|                                                                                     | Course ID (CB01A and CB01B) | E SD064.                                                       | E SD064.                                                               |
|                                                                                     | Course Control Number       | CCC000615115                                                   | CCC000615115                                                           |
|                                                                                     | Course Title (CB02)         | Climate Change Mitigation and Adaptation in California         | Climate Change Mitigation and Adaptation in California                 |
|                                                                                     | Short Course Title          | CLIMATE CHNG MITIG/ADAPT IN CA                                 | CLIMATE CHNG MITIG/ADAPT IN CA                                         |
|                                                                                     | TOP Code (CB03)             | 0303.00                                                        | 0303.00 Environmental Technology                                       |
|                                                                                     | CIP Code                    | Hazardous Materials Management and Waste Technology/Technician | 15.0508 Hazardous Materials Management and Waste Technology/Technician |
|                                                                                     | Department                  | E S - Environmental Studies                                    | E S - Environmental Studies                                            |
|  | Effective Term              | Fall 2025                                                      | Fall <del>2025</del> <u>2027</u>                                       |
|                                                                                     | SAM Priority Code (CB09)    | C - Clearly Occupational                                       | C - Clearly Occupational                                               |

| Changed                                                                           | Field                     | Current Version                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Course Description</b> | This course will examine the various strategies and approaches being taken at the state and local/regional levels to address both the root causes and the anticipated effects of global warming/climate change here in California. Students will explore associated job and career opportunities in monitoring, mitigation, and adaptation to climate change. | This course will examine the various strategies and approaches being taken at the state and local/regional levels to address both the root causes and the anticipated effects of global warming/climate change here in California. Students will explore associated job and career opportunities in monitoring, mitigation, and adaptation to climate change. |
|                                                                                   | <b>Course Type (CB27)</b> | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                                                                                                                                              |
|  | <b>Mode of Delivery</b>   | <ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Online</li> </ul>                                                                                                                                                                                                                                                                                                      |

### Faculty Requirements

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

### Formerly Statement

| Changed | Field                     | Current Version | Proposed Version |
|---------|---------------------------|-----------------|------------------|
|         | <b>Formerly Statement</b> | No value        |                  |

### Course Justification

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                                                      | Proposed Version                                                                                                                                                                                                                                                                                                                     |
|---------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about how global warming/climate change is being addressed here in California and how students can help in those efforts. | This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about how global warming/climate change is being addressed here in California and how students can help in those efforts. |

### Stand-Alone Statement

| Changed | Field                        | Current Version | Proposed Version |
|---------|------------------------------|-----------------|------------------|
|         | <b>Stand-Alone Statement</b> | No value        |                  |

### Course Philosophy

| Changed | Field                    | Current Version | Proposed Version |
|---------|--------------------------|-----------------|------------------|
|         | <b>Course Philosophy</b> | No value        |                  |

### CTE Course

| Changed | Field                                                     | Current Version | Proposed Version |
|---------|-----------------------------------------------------------|-----------------|------------------|
|         | <b>Is this a CTE (Career Technical Education) course?</b> | Yes             | Yes              |

### Honors/Non-honors Course

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

### Mirrored Credit/Noncredit Course

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Is this a mirrored credit/noncredit course?

No

No

### Cross-listed Course

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Is this a cross-listed course?

No

No

### Foothill Equivalency

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Foothill Faculty Consultation Name

No value

Foothill Course ID

No value

Does the course have a Foothill equivalent?

No

No

### DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Please summarize the ways in which your course includes DEI.

No value

Course study material will be varied (video, readings, discussions); students have an opportunity to comment and provide feedback on exams and homework; homework submission and discussions will allow different types (written, video, oral) where appropriate to show apprehension. The course also uses no cost OER textbooks and materials that reflect community concerns and challenges.



Please check all areas in the COR that address DEI.

No value

- Specifications - Examples of Primary Texts and References
- Specifications - Methods of Instruction
- Specifications - Methods of Evaluation



## More Options

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

## UC Transferable and/or Lower-Division Major Requirement

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

## Associated Programs

| Changed | Field                       | Current Version                                                                                  | Proposed Version                                                                                 |
|---------|-----------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|         | Course is part of a program | <b>Associated Program</b> Environmental Resource Management and Pollution Prevention             | <b>Associated Program</b> Environmental Resource Management and Pollution Prevention             |
|         |                             | <b>Award Type</b> Associate in Arts (A.A.) Degree                                                | <b>Award Type</b> Associate in Arts (A.A.) Degree                                                |
|         |                             | <b>Associated Program</b> Environmental Resource Management and Pollution Prevention             | <b>Associated Program</b> Environmental Resource Management and Pollution Prevention             |
|         |                             | <b>Award Type</b> Certificate of Achievement-Advanced (COA-A)                                    | <b>Award Type</b> Certificate of Achievement-Advanced (COA-A)                                    |
|         |                             | <b>Associated Program</b> Facility and Sustainable Building Management                           | <b>Associated Program</b> Facility and Sustainable Building Management                           |
|         |                             | <b>Award Type</b> Associate in Science (A.S.) Degree                                             | <b>Award Type</b> Associate in Science (A.S.) Degree                                             |
|         |                             | <b>Associated Program</b> Liberal Arts (Science, Math and Engineering Emphasis)                  | <b>Associated Program</b> Liberal Arts (Science, Math and Engineering Emphasis)                  |
|         |                             | <b>Award Type</b> Associate in Arts (A.A.) Degree                                                | <b>Award Type</b> Associate in Arts (A.A.) Degree                                                |
|         |                             | <b>Associated Program</b> Liberal Arts (Science, Math and Engineering Emphasis) (In Development) | <b>Associated Program</b> Liberal Arts (Science, Math and Engineering Emphasis) (In Development) |
|         |                             | <b>Award Type</b> Associate in Arts (A.A.) Degree                                                | <b>Award Type</b> Associate in Arts (A.A.) Degree                                                |

## Transferability &amp; Gen. Ed. Options

| Changed | Field                                         | Current Version          | Proposed Version         |
|---------|-----------------------------------------------|--------------------------|--------------------------|
|         | <b>Transfer Status (CB05)</b>                 | Transferable to CSU only | Transferable to CSU only |
|         | <b>Course General Education Status (CB25)</b> | Y                        | Y                        |

| Changed | Field                  | Current Version | Proposed Version |
|---------|------------------------|-----------------|------------------|
|         | <b>Transfer Status</b> | Approved        | Approved         |
|         | <b>GE Information</b>  | No value        | No value         |

#### Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                                  | Current Version | Proposed Version |
|---------|----------------------------------------|-----------------|------------------|
|         | <b>Lecture Hours - In Class</b>        | 4               | 4                |
|         | <b>Lecture Hours - Out of Class</b>    | 8               | 8                |
|         | <b>Laboratory Hours - In Class</b>     | 0               | 0                |
|         | <b>Laboratory Hours - Out of Class</b> | 0               | 0                |
|         | <b>NA Hours - In Class</b>             | 0               | 0                |
|         | <b>NA Hours - Out of Class</b>         | 0               | 0                |

#### Course Student Hours - Profile Name: Default Profile

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

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

### Credit Units

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

### SKIP

| Changed | Field       | Current Version | Proposed Version |
|---------|-------------|-----------------|------------------|
|         | <b>SKIP</b> | No Value        | No Value         |

### Specifications

| Changed | Field                  | Current Version                                                                                                                                                                                                                                                                                                                                                                                                              | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Methods of Instruction | <b>Methods of Instruction</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>Methods of Instruction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|         |                        | <b>Methods of Instruction</b> <p>Lecture and visual aids</p> <p>Discussion of assigned reading</p> <p>Discussion and problem solving performed in class</p> <p>In-class exploration of Internet sites</p> <p>Quiz and examination review performed in class</p> <p>Homework and extended projects</p> <p>Field observation and field trips</p> <p>Guest speakers</p> <p>Collaborative learning and small group exercises</p> | <b>Methods of Instruction</b> <p>Lecture and visual aids</p> <p>Discussion of assigned reading</p> <p>Discussion and problem solving performed in class</p> <p>In-class exploration of Internet sites</p> <p>Quiz and examination review performed in class</p> <p>Homework and extended projects</p> <p>Field observation and field trips</p> <p>Guest speakers</p> <p>Collaborative learning and small group exercises</p>                                                                                                                                                                             |
| !       | Assignments            | <p>1. Reading assignments from the text and other assigned sources.</p> <p>2. Writing assignments involving summary, synthesis and critical analysis of data and information.</p>                                                                                                                                                                                                                                            | <p>1. Reading assignments from the text and other assigned sources.</p> <p>2. Writing assignments involving summary, synthesis and critical analysis of data and information.</p> <p>3. Assignments involving summary, synthesis and critical analysis of data and information which may be completed in written, video, presentation, or audio format where appropriate.</p> <p>4. In-class and/or online discussions, including collaborative group exercises and peer reviews. Students may complete these in a method of their choosing (video, teams, written, poster, etc.) where appropriate.</p> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Quizzes to evaluate student comprehension of course concepts and principles and their application.</div><div>2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.</div><div>3. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.</div></div></div></div> | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Quizzes to evaluate student comprehension of course concepts and principles and their application. Rubrics, feedback, and examples will be provided prior to evaluation.</div><div>2. Thoughtful contributions and participation in class discussions that demonstrate knowledge of subject matter. Rubrics, feedback, and examples will be provided prior to evaluation.</div><div>3. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application. Rubrics, feedback, and examples will be provided prior to evaluation.</div><div>4. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application. A comprehensive review will be given prior to evaluation.</div><div>5. Collaborative group exercises and peer reviews to evaluate student comprehension of course concepts and principles and their application where applicable. Rubrics, feedback, and examples will be provided prior to evaluation.</div></div></div></div> |

| Changed                                                                           | Field                                                           | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Essential Student Materials/Essential College Facilities</b> | <b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• None.</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• Kirsch Center for Environmental Studies: A LEED Platinum-rated green building designed to showcase and teach effective energy management, efficient environmental resource use, and pollution prevention (which all helps to reduce global warming)</li> <li>• Includes various environmental monitoring equipment and systems, including a rooftop air pollution monitoring station that monitors ambient carbon dioxide levels (the principle greenhouse gas of concern in global warming)</li> </ul> | <b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• Kirsch Center for Environmental Studies: A LEED Platinum-rated green building designed to showcase and teach effective energy management, efficient environmental resource use, and pollution prevention (which all helps to reduce global warming)</li> <li>• Cheeseman Environmental Studies Area</li> <li>• Includes various environmental monitoring equipment and systems, including a rooftop air pollution monitoring station that monitors ambient carbon dioxide levels (the principal greenhouse gas of concern in global warming)</li> </ul> |



| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|



### Examples of Primary Texts and References

|                     |                                                                                                                                                |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                                                                       |
| <b>Author</b>       | Mann & Kump. "Dire Predictions: The Illustrated Guide to the Findings of the IPCC." 2nd Edition. Dorling Kindersley (Pearson Education). 2015. |
| <b>Publisher</b>    | No value                                                                                                                                       |
| <b>Date/Edition</b> | No value                                                                                                                                       |
| <b>ISBN</b>         | No value                                                                                                                                       |

|                     |                                                                                            |
|---------------------|--------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                   |
| <b>Author</b>       | Kahrl and Roland-Holst. "Climate Change in California: Risk and Response." UC Press. 2012. |
| <b>Publisher</b>    | No value                                                                                   |
| <b>Date/Edition</b> | No value                                                                                   |
| <b>ISBN</b>         | No value                                                                                   |

|                     |                                                                                                                                                                                                                                                                                                         |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                                                                                                                                                                                                                                |
| <b>Author</b>       | California State Government Websites such as: California Climate Change Portal (www.climatechange.ca.gov). California Air Resources Board's (CARB) Climate Change Programs (including AB 32) website (www.arb.ca.gov/cc/cc.htm) Cal-Adapt (California Energy Commission) website (http://cal-adapt.org) |
| <b>Publisher</b>    | No value                                                                                                                                                                                                                                                                                                |
| <b>Date/Edition</b> | No value                                                                                                                                                                                                                                                                                                |
| <b>ISBN</b>         | No value                                                                                                                                                                                                                                                                                                |

|              |          |
|--------------|----------|
| <b>Title</b> | No value |
|              |          |

|                     |                                                                                                                                                                                                                                                                                                         |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                                                                                                                                                                                                                                |
| <b>Author</b>       | California State Government Websites such as: California Climate Change Portal (www.climatechange.ca.gov). California Air Resources Board's (CARB) Climate Change Programs (including AB 32) website (www.arb.ca.gov/cc/cc.htm) Cal-Adapt (California Energy Commission) website (http://cal-adapt.org) |
| <b>Publisher</b>    | No value                                                                                                                                                                                                                                                                                                |
| <b>Date/Edition</b> | No value                                                                                                                                                                                                                                                                                                |
| <b>ISBN</b>         | No value                                                                                                                                                                                                                                                                                                |

|                     |          |
|---------------------|----------|
| <b>Publisher</b>    | No value |
| <b>Date/Edition</b> | No value |
| <b>ISBN</b>         | No value |

|                     |                                                                                                                                                                                     |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                                                                                                            |
| <b>Author</b>       | Local/Regional Government Websites such as: Bay Area Air Quality Management District (BAAQMD) Climate Change Programs website (www.baaqmd.gov/plans-and-climate/climate-protection) |
| <b>Publisher</b>    | No value                                                                                                                                                                            |
| <b>Date/Edition</b> | No value                                                                                                                                                                            |
| <b>ISBN</b>         | No value                                                                                                                                                                            |

|                     |                                                                                            |
|---------------------|--------------------------------------------------------------------------------------------|
| <b>Title</b>        | No value                                                                                   |
| <b>Author</b>       | Cool California (gov't/university/non-profit partnership) website (www.coolcalifornia.org) |
| <b>Publisher</b>    | No value                                                                                   |
| <b>Date/Edition</b> | No value                                                                                   |
| <b>ISBN</b>         | No value                                                                                   |

|              |                                             |
|--------------|---------------------------------------------|
| <b>Title</b> | Climate Change, What Everyone Needs to Know |
|--------------|---------------------------------------------|

| Changed | Field        | Current Version                                                                                                                                                                     | Proposed Version |                                                                      |
|---------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------|
|         | Author       | Local/Regional Government Websites such as: Bay Area Air Quality Management District (BAAQMD) Climate Change Programs website (www.baaqmd.gov/plans-and-climate/climate-protection) | Author           | Joseph Romm                                                          |
|         |              |                                                                                                                                                                                     | Publisher        | Oxford University Press.                                             |
|         |              |                                                                                                                                                                                     | Date/Edition     | Second edition. 2018                                                 |
|         |              |                                                                                                                                                                                     | ISBN             | 9780190866105.<br>9780190866112.<br>9780190866129.<br>9780190866136. |
|         |              |                                                                                                                                                                                     |                  |                                                                      |
|         | Publisher    | No value                                                                                                                                                                            |                  |                                                                      |
|         | Date/Edition | No value                                                                                                                                                                            |                  |                                                                      |
|         | ISBN         | No value                                                                                                                                                                            |                  |                                                                      |
|         |              |                                                                                                                                                                                     |                  |                                                                      |
|         | Title        | No value                                                                                                                                                                            | Title            | Climate Change: Legislative Issues and Economic Costs                |
|         | Author       | Cool California (gov't/university/non-profit partnership) website (www.coolcalifornia.org)                                                                                          | Author           | Iyana Hendricks                                                      |
|         | Publisher    | No value                                                                                                                                                                            | Publisher        | New York : SNOVA                                                     |
|         | Date/Edition | No value                                                                                                                                                                            | Date/Edition     | 2020 / 1st                                                           |
|         | ISBN         | No value                                                                                                                                                                            | ISBN             | 9781536177572.<br>9781536177589.                                     |

| Changed                                                                           | Field                         | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version |
|-----------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|  | <b>Suggested Reading List</b> | <div> <p><b>Reading List</b> Archer &amp; Rahmstorf. "The Climate Crisis: An Introductory Guide to Climate Change." Cambridge University Press. 2009.</p> <p><b>May include, but are not limited to</b> No value</p> </div> <div> <p><b>Reading List</b> National Council for Science &amp; the Environment. "The Climate Solutions Consensus." Island Press. 2010.</p> <p><b>May include, but are not limited to</b> No value</p> </div> <div> <p><b>Reading List</b> Paul Hawken (editor). "Drawdown: The Most Comprehensive Plan Ever Proposed To Reverse Global Warming." Penguin Books. 2017.</p> <p><b>May include, but are not limited to</b> No value</p> </div> <div> <p><b>Reading List</b> Boswell, Greve, &amp; Seale. "Local Climate Action Planning." Island Press. 2012.</p> <p><b>May include, but are not limited to</b> No value</p> </div> | No value         |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version |
|---------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|         |       | <div><div>Reading List</div><div>International Government Websites such as: UN Intergovernmental Panel on Climate Change (IPCC) website (<a href="http://ipcc.ch">http://ipcc.ch</a>)</div></div>                                                                                                                                                                                                                                                      |                  |
|         |       | <div><div>May include, but are not limited to</div><div>No value</div></div>                                                                                                                                                                                                                                                                                                                                                                           |                  |
|         |       | <div><div>Reading List</div><div>US Government Websites such as:&lt;br /&gt; US Global Change Research Program website (<a href="http://www.globalchange.gov">www.globalchange.gov</a>)&lt;br /&gt; US Environmental Protection Agency's Climate Change website (<a href="http://www.epa.gov/climatechange">www.epa.gov/climatechange</a>)&lt;br /&gt; US Dept of Energy (DOE) website (<a href="http://energy.gov">http://energy.gov</a>)</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>• Explore and assess the root causes and the anticipated effects of global warming/global climate change.</li> <li>• Examine and assess the state's approach to reducing Greenhouse Gas Emissions (GHGs).</li> <li>• Examine and assess California's "Cap-and-Trade" Greenhouse Gas Emissions Trading Program</li> <li>• Examine and assess other notable state-level efforts to reduce greenhouse gas emissions.</li> <li>• Examine and assess State-level Climate Change Adaptation Strategies &amp; Implementation Plans</li> <li>• Examine and assess local/regional efforts to reduce greenhouse gas emissions and/or adapt to climate change effects.</li> <li>• Examine relevant monitoring, assessment, and mitigation/adaptation technologies/techniques, systems &amp; tools.</li> <li>• Examine and assess how one can personally help reduce greenhouse gas emissions and influence relevant government policy.</li> <li>• Explore potential job and career opportunities in helping to mitigate and/or adapt to climate change.</li> </ul> | <ul style="list-style-type: none"> <li>• Explore and assess the root causes and the anticipated effects of global warming/global climate change.</li> <li>• Examine and assess the state's approach to reducing Greenhouse Gas Emissions (GHGs).</li> <li>• Examine and assess California's "Cap-and-Trade" Greenhouse Gas Emissions Trading Program.</li> <li>• Examine and assess other notable state-level efforts to reduce greenhouse gas emissions.</li> <li>• Examine and assess State-level Climate Change Adaptation Strategies &amp; Implementation Plans.</li> <li>• Examine and assess local/regional efforts to reduce greenhouse gas emissions and/or adapt to climate change effects.</li> <li>• Examine relevant monitoring, assessment, and mitigation/adaptation technologies/techniques, systems &amp; tools.</li> <li>• Examine and assess how one can personally help reduce greenhouse gas emissions and influence relevant government policy.</li> <li>• Explore potential job and career opportunities in helping to mitigate and/or adapt to climate change.</li> </ul> |

**CSLOs**

**CSLOs** Demonstrate the ability to communicate the elements, principles and practices involved with climate change mitigation and adaptation in California.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate the ability to communicate the elements, principles and practices involved with climate change mitigation and adaptation in California.

**Expected SLO Performance** 0.0

**Course Outline**

| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <p>1. Explore and assess the root causes and the anticipated effects of global warming/global climate change.</p> <ol style="list-style-type: none"> <li>1. Explore and assess the basic science of global warming/global climate change.</li> <li>2. Explore and assess the anticipated effects of global warming/global climate change.</li> <li>3. Explore and assess the past, present, and projected future levels of greenhouse gas emissions and their corresponding sources.</li> <li>4. Explore and assess key reports/assessments issued by entities at the international, national, state, and local levels. <ol style="list-style-type: none"> <li>1. Explore and assess key reports/assessments issued by international entities such as the UN's International Panel on Climate Change (IPCC) Global Assessment Reports.</li> <li>2. Explore and assess key reports/assessments issued by national (U.S.) entities such as the U.S. National Climate Assessment report and the Climate Change Indicators in the U.S. Report.</li> <li>3. Explore and assess key reports/assessments issued by state (California) entities such as the California Climate Change Assessment reports.</li> <li>4. Explore and assess key reports/assessments issued by local entities such as the City of San Jose's "Climate Smart San Jose" plan.</li> </ol> </li> </ol> <p>2. Examine and assess the state's approach to reducing Greenhouse Gas Emissions (GHGs).</p> <ol style="list-style-type: none"> <li>1. Examine the background and history of state law AB 32, California's Global Warming Solutions Act. <ol style="list-style-type: none"> <li>1. Examine the scope and goals of AB 32.</li> </ol> </li> </ol> | <p>1. Explore and assess the root causes and the anticipated effects of global warming/global climate change.</p> <ol style="list-style-type: none"> <li>1. Explore and assess the basic science of global warming/global climate change.</li> <li>2. Explore and assess the anticipated effects of global warming/global climate change.</li> <li>3. Explore the anticipated impacts climate change on various communities and at-risk populations.</li> <li>4. Explore and assess the past, present, and projected future levels of greenhouse gas emissions and their corresponding sources.</li> <li>5. Explore and assess key reports/assessments issued by entities at the international, national, state, and local levels. <ol style="list-style-type: none"> <li>1. Explore and assess key reports/assessments issued by international entities such as the UN's International Panel on Climate Change (IPCC) Global Assessment Reports.</li> <li>2. Explore and assess key reports/assessments issued by national (U.S.) entities such as the U.S. National Climate Assessment report and the Climate Change Indicators in the U.S. Report.</li> <li>3. Explore and assess key reports/assessments issued by state (California) entities such as the California Climate Change Assessment reports.</li> <li>4. Explore and assess key reports/assessments issued by local entities such as the City of San Jose's "Climate Smart San Jose" plan.</li> </ol> </li> </ol> <p>2. Examine and assess the state's approach to reducing Greenhouse Gas Emissions (GHGs).</p> <ol style="list-style-type: none"> <li>1. Examine the background and history of state law AB 32,</li> </ol> |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | <ol style="list-style-type: none"> <li>2. Examine the specific requirements of AB 32,</li> <li>2. Examine California's Initial Climate Change Scoping Plan               <ol style="list-style-type: none"> <li>1. Examine development of the plan and the general approach adopted.</li> <li>2. Examine the specific Emissions Reduction Measures (ERMs) adopted.</li> <li>3. Examine the results achieved under California's Initial Climate Change Scoping Plan</li> </ol> </li> <li>3. Examine the First Update to California's Climate Change Scoping Plan               <ol style="list-style-type: none"> <li>1. Examine development of the first update and the general approach adopted.</li> <li>2. Examine the specific Economic Sectors and other Key Areas targeted along with corresponding General Strategies and Specific Actions adopted for those sectors/areas.</li> <li>3. Examine the results achieved under the First Update to California's Climate Change Scoping Plan.</li> </ol> </li> <li>4. Examine the Second Update to California's Climate Change Scoping Plan               <ol style="list-style-type: none"> <li>1. Examine development of the second update and the general approach adopted.</li> <li>2. Examine the "2017 Scoping Plan Scenario" - specific policy measures/actions put forth to meet the 2030 state greenhouse gas reduction goal.</li> </ol> </li> <li>3. Examine and assess California's "Cap-and-Trade" Greenhouse Gas Emissions Trading Program               <ol style="list-style-type: none"> <li>1. Examine the general concept of a "cap-and-trade" system.</li> <li>2. Contrast a "cap-and-trade" approach to reducing greenhouse gas emissions versus alternative policy approaches such as</li> </ol> </li> </ol> | <p>California's Global Warming Solutions Act.</p> <ol style="list-style-type: none"> <li>1. Examine the scope and goals of AB 32.</li> <li>2. Examine the specific requirements of AB 32,</li> <li>2. Examine California's Initial Climate Change Scoping Plan               <ol style="list-style-type: none"> <li>1. Examine development of the plan and the general approach adopted.</li> <li>2. Examine the specific Emissions Reduction Measures (ERMs) adopted.</li> <li>3. Examine the results achieved under California's Initial Climate Change Scoping Plan</li> </ol> </li> <li>3. Examine the First Update to California's Climate Change Scoping Plan               <ol style="list-style-type: none"> <li>1. Examine development of the first update and the general approach adopted.</li> <li>2. Examine the specific Economic Sectors and other Key Areas targeted along with corresponding General Strategies and Specific Actions adopted for those sectors/areas.</li> <li>3. Examine the results achieved under the First Update to California's Climate Change Scoping Plan.</li> </ol> </li> <li>4. Examine the Second Update to California's Climate Change Scoping Plan               <ol style="list-style-type: none"> <li>1. Examine development of the second update and the general approach adopted.</li> <li>2. Examine the "2017 Scoping Plan Scenario" - specific policy measures/actions put forth to meet the 2030 state greenhouse gas reduction goal.</li> </ol> </li> <li>3. Examine and assess California's "Cap-and-Trade" Greenhouse Gas Emissions Trading Program.               <ol style="list-style-type: none"> <li>1. Examine the general concept of a "cap-and-trade" system.</li> </ol> </li> </ol> |

| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       | <p>regulatory emissions standards or implementation of a carbon tax.</p> <ol style="list-style-type: none"> <li>3. Examine the background and history of California's Cap-and-Trade Program.</li> <li>4. Examine and assess California's Cap-and-Trade Program as currently implemented.               <ol style="list-style-type: none"> <li>1. Examine the scope of the program in terms of businesses and activities covered.</li> <li>2. Examine and assess the process employed (allowances distributed or auctioned off, qualifying offsets, emissions reporting and verification, governing regulations, declining "cap" over time, etc.).</li> <li>3. Examine compliance and enforcement-related issues and concerns.</li> </ol> </li> <li>5. Examine programs funded by cap-and-trade allowance auction monies via the state's Greenhouse Gas Reduction Fund ("California Climate Investments").</li> <li>4. Examine and assess other notable state-level efforts to reduce greenhouse gas emissions.               <ol style="list-style-type: none"> <li>1. Investigate state law SB 375: The Sustainable Communities &amp; Climate Protection Act</li> <li>2. Investigate the "CoolCalifornia" Program</li> <li>3. Investigate SB 100: The 100% Clean Energy Act of 2018</li> <li>4. Investigate Executive Order B-55-18: "Carbon neutrality" to be achieved statewide by 2045.</li> </ol> </li> <li>5. Examine and assess State-level Climate Change Adaptation Strategies &amp; Implementation Plans               <ol style="list-style-type: none"> <li>1. Examine the original California Climate Adaptation Strategy</li> <li>2. Examine the Safeguarding California Plan (strategic plan issued in 2014)</li> <li>3. Examine the Safeguarding California Implementation Plans</li> <li>4. Examine the 2018 Update to the Safeguarding California Plan.</li> </ol> </li> <li>6. Examine and assess local/regional efforts to reduce greenhouse gas</li> </ol> | <ol style="list-style-type: none"> <li>2. Contrast a "cap-and-trade" approach to reducing greenhouse gas emissions versus alternative policy approaches such as regulatory emissions standards or implementation of a carbon tax.</li> <li>3. Examine the background and history of California's Cap-and-Trade Program.</li> <li>4. Examine and assess California's Cap-and-Trade Program as currently implemented.               <ol style="list-style-type: none"> <li>1. Examine the scope of the program in terms of businesses and activities covered.</li> <li>2. Examine and assess the process employed (allowances distributed or auctioned off, qualifying offsets, emissions reporting and verification, governing regulations, declining "cap" over time, etc.).</li> <li>3. Examine compliance and enforcement-related issues and concerns.</li> </ol> </li> <li>5. Examine programs funded by cap-and-trade allowance auction monies via the state's Greenhouse Gas Reduction Fund ("California Climate Investments").</li> <li>4. Examine and assess other notable state-level efforts to reduce greenhouse gas emissions.               <ol style="list-style-type: none"> <li>1. Investigate state law SB 375: The Sustainable Communities &amp; Climate Protection Act</li> <li>2. Investigate the "CoolCalifornia" Program</li> <li>3. Investigate SB 100: The 100% Clean Energy Act of 2018</li> <li>4. Investigate Executive Order B-55-18: "Carbon neutrality" to be achieved statewide by 2045.</li> </ol> </li> <li>5. Examine and assess State-level Climate Change Adaptation Strategies &amp; Implementation Plans.               <ol style="list-style-type: none"> <li>1. Examine the original California Climate Adaptation Strategy</li> <li>2. Examine the Safeguarding California Plan (strategic plan issued in 2014)</li> <li>3. Examine the Safeguarding California Implementation Plans</li> </ol> </li> </ol> |



| Changed | Field | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|         |       | <p>emissions and/or adapt to climate change effects.</p> <ol style="list-style-type: none"> <li>1. Investigate local/regional Greenhouse Gas Reduction Plans (GHGRPs).</li> <li>2. Investigate local/regional Climate Action Plans (CAPs).</li> </ol> <p>7. Examine relevant monitoring, assessment, and mitigation/adaptation technologies/techniques, systems &amp; tools.</p> <ol style="list-style-type: none"> <li>1. Examine relevant technologies/techniques, systems &amp; tools for monitoring and quantifying the levels of greenhouse gas emissions from various sources.</li> <li>2. Examine relevant technologies/techniques, systems &amp; tools for reducing greenhouse gas emissions from various sources.</li> <li>3. Examine relevant technologies/techniques, systems &amp; tools for monitoring and quantifying the effects of climate change now and in the future.</li> <li>4. Examine relevant technologies/techniques, systems &amp; tools for adapting to the effects of climate change now and in the future.</li> </ol> <p>8. Examine and assess how one can personally help reduce greenhouse gas emissions and influence relevant government policy.</p> <ol style="list-style-type: none"> <li>1. Investigate available "carbon footprint" calculators for individuals and households.</li> <li>2. Investigate potential carbon footprint reduction actions for individuals and households.</li> <li>3. Investigate opportunities for citizen participation in preparation, implementation, and updating of local/regional Climate Action Plans and/or Greenhouse Gas Reduction Plans.</li> <li>4. Investigate opportunities for citizen action through public interest groups such as 350.org.</li> </ol> <p>9. Explore potential job and career opportunities in helping to mitigate and/or adapt to climate change.</p> <ol style="list-style-type: none"> <li>1. Explore job and career opportunities at government</li> </ol> | <p>4. Examine the 2018 Update to the Safeguarding California Plan.</p> <p>6. Examine and assess local/regional efforts to reduce greenhouse gas emissions and/or adapt to climate change effects.</p> <ol style="list-style-type: none"> <li>1. Investigate local/regional Greenhouse Gas Reduction Plans (GHGRPs).</li> <li>2. Investigate local/regional Climate Action Plans (CAPs).</li> </ol> <p>7. Examine relevant monitoring, assessment, and mitigation/adaptation technologies/techniques, systems &amp; tools.</p> <ol style="list-style-type: none"> <li>1. Examine relevant technologies/techniques, systems &amp; tools for monitoring and quantifying the levels of greenhouse gas emissions from various sources.</li> <li>2. Examine relevant technologies/techniques, systems &amp; tools for reducing greenhouse gas emissions from various sources.</li> <li>3. Examine relevant technologies/techniques, systems &amp; tools for monitoring and quantifying the effects of climate change now and in the future.</li> <li>4. Examine relevant technologies/techniques, systems &amp; tools for adapting to the effects of climate change now and in the future.</li> </ol> <p>8. Examine and assess how one can personally help reduce greenhouse gas emissions and influence relevant government policy.</p> <ol style="list-style-type: none"> <li>1. Investigate available "carbon footprint" calculators for individuals and households.</li> <li>2. Investigate potential carbon footprint reduction actions for individuals and households.</li> <li>3. Investigate opportunities for citizen participation in preparation, implementation, and updating of local/regional Climate Action Plans and/or Greenhouse Gas Reduction Plans.</li> <li>4. Investigate opportunities for citizen action through public interest groups such as 350.org.</li> </ol> |

| Changed | Field                               | Current Version                                                                                                                                      | Proposed Version                                                                                                                                                                                                                                                                                                       |
|---------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                     | agencies.<br>2. Explore job and career opportunities at non-profit organizations.<br>3. Explore job and career opportunities with business/industry. | 9. Explore potential job and career opportunities in helping to mitigate and/or adapt to climate change.<br>1. Explore job and career opportunities at government agencies.<br>2. Explore job and career opportunities at non-profit organizations.<br>3. Explore job and career opportunities with business/industry. |
|         | <b>Lab Component in this Course</b> | No                                                                                                                                                   | No                                                                                                                                                                                                                                                                                                                     |
|         | <b>Lab Outline</b>                  | No value                                                                                                                                             | No value                                                                                                                                                                                                                                                                                                               |

### Blue Form

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

## Req/Adv

| Changed | Questions                                   | Current Version                                                                                                | Proposed Version                                                                                               |
|---------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|         | <b>Prerequisite(s):</b>                     | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Corequisite(s):</b>                      | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Advisory(ies):</b>                       | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. | ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. |
|         | <b>Advisory(ies) - Other:</b>               | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Limitation(s) on Enrollment:</b>         | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Limitation(s) on Enrollment - Other:</b> | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Entrance Skills(s):</b>                  | No Value                                                                                                       | No Value                                                                                                       |
|         | <b>Entrance Skill(s) - Other:</b>           | No Value                                                                                                       | No Value                                                                                                       |

| Changed | Questions                                   | Current Version | Proposed Version |
|---------|---------------------------------------------|-----------------|------------------|
|         | <b>General Course Statement(s):</b>         | No Value        | No Value         |
|         | <b>General Course Statement(s) - Other:</b> | No Value        | No Value         |

### A-Matrix Form

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

| Changed | Questions                                                                                                 | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.          | No Value        | No Value         |
|         | <b>Objective 5:</b><br>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                                                                                                                                                                                         |
| !       | <b>Objective 1: Analyze</b> a variety of college-level texts with a focus predominantly on expository and argumentative writing.                                                                                                                              | No Value        | Assignments A. Reading assignments from the text and other assigned sources.                                                                                                                     |
| !       | <b>Objective 2: Develop</b> analytical ideas and topics for essays.                                                                                                                                                                                           | No Value        | Outline A. Explore and assess the root causes and the anticipated effects of global warming/global climate change.                                                                               |
| !       | <b>Objective 3:</b><br>Compose and support thesis statements for analytical essays.                                                                                                                                                                           | No Value        | Assignments C. Assignments involving summary, synthesis and critical analysis of data and information which may be completed in written, video, presentation, or audio format where appropriate. |

| Changed | Questions                                                                                                                            | Current Version | Proposed Version                                                                                                                                                                                                                                                                  |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | Outline C2. Contrast a "cap-and-trade" approach to reducing greenhouse gas emissions versus alternative policy approaches such as regulatory emissions standards or implementation of a carbon tax.                                                                               |
| !       | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | Outline H3. Investigate opportunities for citizen participation in preparation, implementation, and updating of local/regional Climate Action Plans and/or Greenhouse Gas Reduction Plans.                                                                                        |
| !       | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | Outline A3. Explore the anticipated impacts climate change on various communities and at-risk populations.                                                                                                                                                                        |
| !       | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | Assignment B. Writing assignments involving summary, synthesis and critical analysis of data and information.                                                                                                                                                                     |
| !       | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | No Value        | Assignment B. Writing assignments involving summary, synthesis and critical analysis of data and information.                                                                                                                                                                     |
| !       | <b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>                                                             | No Value        | Methods of Evaluation 3. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application. Rubrics, feedback, and examples will be provided prior to evaluation. |

### C-Matrix Form

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

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

### D-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                                    | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                                                     | No Value        | No Value         |



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

| Changed | Questions | Current Version | Proposed Version |
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**Objective 11:**  
Develop skills to  
work with radical  
expressions.

No Value

No Value

### E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

| Changed | Questions                                                                                                                                                     | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5: Use</b><br>systems of two linear equations to solve real-world problems.                                                                      | No Value        | No Value         |
|         | <b>Objective 6:</b><br>Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem. | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                                   | No Value        | No Value         |
|         | <b>Objective 8: Use</b><br>inequalities to solve real world problems.                                                                                         | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                                               | No Value        | No Value         |

| Changed | Questions | Current Version | Proposed Version |
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**Objective 10:**  
Investigate,  
throughout the  
course as  
applicable, how  
mathematics has  
developed as a  
human activity  
around the world.

No Value

No Value

### F-Matrix Form

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

No Value

No Value

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

No Value

No Value

**Objective 2: Solve  
problems  
involving  
arithmetic  
operations,  
including  
fractions,  
percents and  
decimals.**

No Value

No Value

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                                                                              | No Value        | No Value         |
|         | <b>Objective 4: Solve problems involving operations with signed numbers.</b>                                                                                                | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                                                                          | No Value        | No Value         |
|         | <b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>                                                           | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 8:</b><br>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                                                      | No Value        | No Value         |

| Changed | Questions                                                                                                                                     | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                 | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                       | No Value        | No Value         |
|         | <b>Objective 12:</b><br>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 |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.</b> | 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><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>                                                             | No Value        | No Value         |
|         | <p><b>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.</b></p>          | No Value        | No Value         |
|         | <p><b>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.</b></p> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

| Changed | Questions                                                                                                                                                                                      | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.)</b> | 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 |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |

### Comments

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

| Changed | Questions                                  | Current Version | Proposed Version |
|---------|--------------------------------------------|-----------------|------------------|
|         | <b>Stage 9: Articulation Officer</b>       | No Value        | No Value         |
|         | <b>Stage 10: De Anza General Education</b> | No Value        | No Value         |
|         | <b>Stage 13: Curriculum Committee</b>      | No Value        | No Value         |

## CO

| Changed | Questions                                      | Current Version                                                                                                                                                    | Proposed Version                                                                                                                                                   |
|---------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>        | E S 064                                                                                                                                                            | E S 064                                                                                                                                                            |
|         | <b>Course Status</b>                           | Substantial                                                                                                                                                        | Substantial                                                                                                                                                        |
|         | <b>Course Characteristics</b>                  | NA                                                                                                                                                                 | NA                                                                                                                                                                 |
|         | <b>Cross-Listed/Related Course Information</b> | NA                                                                                                                                                                 | NA                                                                                                                                                                 |
|         | <b>Cross-Listed/Related Course ID's</b>        | No Value                                                                                                                                                           | No Value                                                                                                                                                           |
| !       | <b>DL Approval Date (MM/DD/YYYY)</b>           | 06/04/2019                                                                                                                                                         | No Value                                                                                                                                                           |
| !       | <b>Hybrid Approval Date (MM/DD/YYYY)</b>       | 06/04/2019                                                                                                                                                         | No Value                                                                                                                                                           |
|         | <b>Curriculum Office Notes</b>                 | <ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>CCN requisite changes appr. 9/23/24 (effect. F25). -sw</li> </ul> | <ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>CCN requisite changes appr. 9/23/24 (effect. F25). -sw</li> </ul> |

## Comments

| Changed | Questions                       | Current Version | Proposed Version |
|---------|---------------------------------|-----------------|------------------|
|         | Stage 2:<br>Department<br>Chair | No Value        | No Value         |

| Changed | Questions    | Current Version | Proposed Version |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Initiator - Indicate "Y" When Completed or Initiator's Response                       |
|---------|--------------|-----------------|------------------|----------------|------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| !       | Stage 3: DEI | No Value        |                  |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                       |
|         |              |                 | Date             | Tab            | Part - Field                             | Type of Edit | Edit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                       |
|         |              |                 | 02/25/2026       | Specifications | Examples of Primary Texts and References | Required     | <p>It's great to see zero cost options including websites/online sources! Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there is no representative OER textbook, please let me know in the initiator response box. This will satisfy the required component of this edit.</p> <p>Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.</p> | Y<br>Three of the texts listed are OER options available through the College Library. |
|         |              |                 | 02/25/2026       | Specifications | Examples of Primary Texts and References | Suggested    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Y<br>Completed                                                                        |

| Changed    | Questions      | Current Version       | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------|----------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                |                       | <p>Thanks for this assignment list!</p> <p>Are there any assignments that are not based in reading/writing? If yes, consider adding them here to add additional means of action/expression for students.</p> <p>Also, do any of these assignments do one or more of the following: (1) provide students with choices in how they demonstrate proficiency, (2) encourage students to connect course content to their own life, background, and experiences, (3) provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection.? If yes, consider clarifying/adding this to the relevant assignment.</p> <p>For any of these methods of evaluation, is it possible to provide examples of strong and/or successful assignments to clarify expectations for all students? If appropriate, please consider adding to the relevant evaluation method. If not appropriate, please disregard.</p> |
| 02/25/2026 | Specifications | Assignments           | <p>Suggested</p> <p>Y<br/>Added additional assignment options.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 02/25/2026 | Specifications | Methods of Evaluation | <p>Suggested</p> <p>Y<br/>Options for other methods of evaluations have been updated to include the recommendation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Changed | Questions                              | Current Version | Proposed Version |                |                        |              |                                                                                                                                                                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                         |
|---------|----------------------------------------|-----------------|------------------|----------------|------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                        |                 |                  |                |                        |              |                                                                                                                                                                          |                                              | Consider minor revisions/additions to this outline to reflect on inequities specific to the course subject. For example, you might mention the specific or disproportionate impact of climate change on specific communities (as part of Explore and assess the root causes and the anticipated effects of global warming/global climate change). If not appropriate, please disregard. |
|         |                                        |                 | 02/25/2026       | Outline        | Course Outline         | Suggested    |                                                                                                                                                                          |                                              | Y Recommendation added to A-3 "Explore the anticipated impacts climate change on various communities and at-risk populations."                                                                                                                                                                                                                                                          |
| !       | Stage 4: Articulation Officer          | No Value        |                  |                |                        |              |                                                                                                                                                                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                         |
|         |                                        |                 | Date             | Tab            | Part - Field           | Type of Edit | Edit                                                                                                                                                                     |                                              | Initiator - Indicate "Y" When Completed or Initiator's Response                                                                                                                                                                                                                                                                                                                         |
|         |                                        |                 |                  |                |                        |              |                                                                                                                                                                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                         |
|         |                                        |                 | 03/05/26         | Specifications | Suggested Reading List | Required     | Please remove all items from the suggested reading list. The Curriculum Committee decided not to use this section for anything other than Literature courses. Thank you! | Y Completed                                  |                                                                                                                                                                                                                                                                                                                                                                                         |
|         | Stage 5: De Anza General Education     | No Value        | No Value         |                |                        |              |                                                                                                                                                                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                         |
| !       | Stage 6: Content Review Matrix Liaison | No Value        |                  |                |                        |              |                                                                                                                                                                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                         |
|         |                                        |                 | Date             | Tab            | Part - Field           | Type of Edit | Edit                                                                                                                                                                     |                                              | Initiator - Indicate "Y" When Completed or Initiator's Response                                                                                                                                                                                                                                                                                                                         |
|         |                                        |                 | 3/10/26          | Matrix B       |                        | Required     | Please complete Matrix B for your English advisory                                                                                                                       | Y Sorry, I totally missed this one too... :( |                                                                                                                                                                                                                                                                                                                                                                                         |
|         | Stage 7: Dean of Online Learning       | No Value        | No Value         |                |                        |              |                                                                                                                                                                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                         |
|         | Stage 8: SLO Coordinator               | No Value        | No Value         |                |                        |              |                                                                                                                                                                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                         |
|         | Stage 10: Curriculum Committee         | No Value        | No Value         |                |                        |              |                                                                                                                                                                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                         |

### Course Administration Codes

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

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

| Changed | Field                              | Current Version         |
|---------|------------------------------------|-------------------------|
|         | Curriculum ID                      | E SD064.                |
|         | Distance Education Approved        | Yes                     |
|         | Board of Trustees Approval Date    |                         |
|         | Curriculum Committee Approval Date |                         |
|         | Time to Next Review                | Sep 1, 2025 12:00:00 AM |
|         | External Review Approval Date      | Sep 1, 2020 12:00:00 AM |
|         | Course Control Number              | CCC000615115            |

Articulation

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



De Anza College

## Change Report

03/27/2026

## Summary of Changes

| Section              | Changed field                                                                                                                                                                                                                                                                                                             |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General Information  | Faculty Initiator                                                                                                                                                                                                                                                                                                         |
| General Information  | Effective Term                                                                                                                                                                                                                                                                                                            |
| General Information  | TOP Code (CB03)                                                                                                                                                                                                                                                                                                           |
| General Information  | Mode of Delivery                                                                                                                                                                                                                                                                                                          |
| Faculty Requirements | Discipline 1                                                                                                                                                                                                                                                                                                              |
| Faculty Requirements | FSA                                                                                                                                                                                                                                                                                                                       |
| Specifications       | Methods of Instruction                                                                                                                                                                                                                                                                                                    |
| Specifications       | Methods of Evaluation                                                                                                                                                                                                                                                                                                     |
| Specifications       | Essential Student Materials/Essential College Facilities                                                                                                                                                                                                                                                                  |
| Specifications       | Examples of Primary Texts and References                                                                                                                                                                                                                                                                                  |
| Specifications       | Suggested Reading List                                                                                                                                                                                                                                                                                                    |
| Learning Outcomes    | Course Objectives                                                                                                                                                                                                                                                                                                         |
| Req/Adv              | Prerequisite(s):                                                                                                                                                                                                                                                                                                          |
| Req/Adv              | Entrance Skills(s):                                                                                                                                                                                                                                                                                                       |
| B-Matrix Form        | Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.                                                                                                                                                                                                 |
| B-Matrix Form        | Objective 2: Develop analytical ideas and topics for essays.                                                                                                                                                                                                                                                              |
| B-Matrix Form        | Objective 3: Compose and support thesis statements for analytical essays.                                                                                                                                                                                                                                                 |
| B-Matrix Form        | Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.                                                                                                                                                                                             |
| B-Matrix Form        | Objective 5: Identify and practice writing for different audiences and purposes.                                                                                                                                                                                                                                          |
| B-Matrix Form        | Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.                                                                                                                                                                                                             |
| B-Matrix Form        | Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.                                                                                                                                                                                                                    |
| B-Matrix Form        | Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.                                                                                                                                                                                                                      |
| B-Matrix Form        | Objective 9: Demonstrate appropriate grammar usage and mechanics.                                                                                                                                                                                                                                                         |
| H-Matrix Form        | Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.                                                                                                |
| De Anza GE Form      | Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                                                                   |
| De Anza GE Form      | Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.) |

| Section              | Changed field                                                                                                                                                                                                                                                |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| De Anza GE Form      | Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                                     |
| De Anza GE Form      | Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.) |
| De Anza GE Form      | Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                                                                                           |
| De Anza GE Form      | Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                            |
| Comments             | Stage 3: DEI                                                                                                                                                                                                                                                 |
| CO                   | Hybrid Approval Date (MM/DD/YYYY)                                                                                                                                                                                                                            |
| Course Justification | Course Justification                                                                                                                                                                                                                                         |
| DEI Review           | Please check all areas in the COR that address DEI.                                                                                                                                                                                                          |
| DEI Review           | Please summarize the ways in which your course includes DEI.                                                                                                                                                                                                 |

## General Information

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                                                                                                            | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ❗       | Faculty Initiator           | <ul style="list-style-type: none"> <li>Mary Clark Tillman</li> </ul>                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Katelyn Endow</li> <li>Tracey, Iva</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|         | Course ID (CB01A and CB01B) | ESLD005.                                                                                                                                                                                                                                                                                                                                                                                   | ESLD005.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         | Course Control Number       | CCC000327865                                                                                                                                                                                                                                                                                                                                                                               | CCC000327865                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|         | Course Title (CB02)         | Academic Reading and Composition                                                                                                                                                                                                                                                                                                                                                           | Academic Reading and Composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         | Short Course Title          | ACADEMIC READ AND COMP                                                                                                                                                                                                                                                                                                                                                                     | ACADEMIC READ AND COMP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| ❗       | TOP Code (CB03)             | 4930.87                                                                                                                                                                                                                                                                                                                                                                                    | <del>4930.87</del> <u>4930.84</u> , English as a Second Language— <del>Integrated Language—Writing</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         | CIP Code                    | Second Language Learning.                                                                                                                                                                                                                                                                                                                                                                  | 32.0109 Second Language Learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|         | Department                  | ESL - Eng. as a Second Lang.                                                                                                                                                                                                                                                                                                                                                               | ESL - Eng. as a Second Lang.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| ❗       | Effective Term              | Fall 2026                                                                                                                                                                                                                                                                                                                                                                                  | Fall <del>2026</del> <u>2027</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         | SAM Priority Code (CB09)    | E - Non-Occupational                                                                                                                                                                                                                                                                                                                                                                       | E - Non-Occupational                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| ❗       | Course Description          | Close reading and analysis of a variety of societal, academic, and literary texts representing culturally diverse perspectives. Practice of the techniques of expository, response, and argumentative writing based on critical reading and critical thinking. Composition of clear, organized, and well-developed essays, with outside sources and demonstration of information literacy. | Students will read and analyze a variety of societal, academic, and literary texts representing culturally diverse perspectives. They will practice techniques of expository, response, and argumentative writing based on critical reading and critical thinking. Students will compose clear, organized, and well-developed essays that integrate outside sources and demonstrate information literacy. At the end of the course, students will be prepared to analyze and synthesize multiple sources in college-level academic writing assignments. |
|         | Course Type (CB27)          | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| ❗       | Mode of Delivery            | <ul style="list-style-type: none"> <li>Hybrid</li> </ul>                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Faculty Requirements |              |                 |                  |
|----------------------|--------------|-----------------|------------------|
| Changed              | Field        | Current Version | Proposed Version |
| !                    | Discipline 1 | No value        | • ESL            |
|                      | Discipline 2 | No value        | No value         |
|                      | Discipline 3 | No value        | No value         |
| !                    | FSA          | No value        | • FHDA FSA - ESL |

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

| Course Justification |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Changed              | Field                | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                      | Course Justification | This course meets a general education requirement for De Anza and Cal-GETC and transfers to the CSU and UC Systems. As the first of two advanced composition classes in the ESL Program, it equips students with critical skills in analyzing college-level texts and writing cogent argumentative essays. The course also introduces students to research and library databases to help develop academic skills in using sources. Intra-campus research has shown that students are more successful in English Writing and General Education courses after passing this course. | This course meets a general education requirement for De Anza and Cal-GETC and transfers to the CSU and UC Systems. <del>As the first of two advanced composition classes in the ESL Program, it</del> <u>It</u> equips students with critical skills in analyzing college-level texts and writing cogent argumentative essays. The course also introduces students to research and library databases to help develop academic skills in using sources. Intra-campus research has shown that students are more successful in English Writing and General Education courses after passing this course. |

| 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 Course ID                          | No value        |                  |
|                      | Does the course have a Foothill equivalent? | No              | No               |
|                      | Foothill Faculty Consultation Name          | No value        |                  |

| DEI Review                                                                          |                                                              |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Changed                                                                             | Field                                                        | Current Version                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  | Please check all areas in the COR that address DEI.          | <ul style="list-style-type: none"><li>Basic Course Information - Course Description</li></ul> | <ul style="list-style-type: none"><li>Basic Course Information - Course Description</li><li>Specifications - Assignments</li><li>Specifications - Examples of Primary Texts and References</li><li>Outline - Course Outline</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                     | Please summarize the ways in which your course includes DEI. | Doing an Admin Amend to change title only. - mkct                                             | <del>Doing an Admin Amend-</del> <u>This course integrates DEI principles through culturally diverse texts and the critical analysis of language, power, and opportunity. Students engage with readings that reflect varied cultural, ethnic, gender, sexual, and socio-economic perspectives while developing college-level academic writing skills and examining their own multilingual identities. Assignments allow students to select meaningful topics connected to their own experiences. Furthermore, assignments include opportunities for peer feedback and revision to change title only. -mkct encourage students to view writing as a process and a vehicle for critical thinking. The course also allows for various no-cost and OER materials to increase accessibility and reduce financial barriers.</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"><li>Letter Grade</li><li>Pass/No Pass</li></ul> | <ul style="list-style-type: none"><li>Letter Grade</li><li>Pass/No Pass</li></ul> |
|         | Allow Students to Gain Credit by Exam/Challenge | <input type="checkbox"/>                                                          | <input type="checkbox"/>                                                          |
|         | Repeatability Statement                         | No value                                                                          |                                                                                   |

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

| Associated Programs |
|---------------------|
|                     |

| Changed | Field                       | Current Version                                                                           | Proposed Version                                                                          |
|---------|-----------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|         | Course is part of a program | <div><div>Associated Program</div><div>Cal-GETC</div></div>                               | <div><div>Associated Program</div><div>Cal-GETC</div></div>                               |
|         |                             | <div><div>Award Type</div><div>Certificate of Achievement-Advanced (COA-A)</div></div>    | <div><div>Award Type</div><div>Certificate of Achievement-Advanced (COA-A)</div></div>    |
|         |                             | <div><div>Associated Program</div><div>Cal-GETC (In Development)</div></div>              | <div><div>Associated Program</div><div>Cal-GETC (In Development)</div></div>              |
|         |                             | <div><div>Award Type</div><div>Certificate of Achievement-Advanced (COA-A)</div></div>    | <div><div>Award Type</div><div>Certificate of Achievement-Advanced (COA-A)</div></div>    |
|         |                             | <div><div>Associated Program</div><div>Community Impact (In Development)</div></div>      | <div><div>Associated Program</div><div>Community Impact (In Development)</div></div>      |
|         |                             | <div><div>Award Type</div><div>Certificate of Achievement (COA)</div></div>               | <div><div>Award Type</div><div>Certificate of Achievement (COA)</div></div>               |
|         |                             | <div><div>Associated Program</div><div>LVN Transition to RN</div></div>                   | <div><div>Associated Program</div><div>LVN Transition to RN</div></div>                   |
|         |                             | <div><div>Award Type</div><div>Associate in Science (A.S.) Degree</div></div>             | <div><div>Award Type</div><div>Associate in Science (A.S.) Degree</div></div>             |
|         |                             | <div><div>Associated Program</div><div>LVN Transition to RN (In Development)</div></div>  | <div><div>Associated Program</div><div>LVN Transition to RN (In Development)</div></div>  |
|         |                             | <div><div>Award Type</div><div>Associate in Science (A.S.) Degree</div></div>             | <div><div>Award Type</div><div>Associate in Science (A.S.) Degree</div></div>             |
|         |                             | <div><div>Associated Program</div><div>Registered Nurse (RN)</div></div>                  | <div><div>Associated Program</div><div>Registered Nurse (RN)</div></div>                  |
|         |                             | <div><div>Award Type</div><div>Associate in Science (A.S.) Degree</div></div>             | <div><div>Award Type</div><div>Associate in Science (A.S.) Degree</div></div>             |
|         |                             | <div><div>Associated Program</div><div>Registered Nurse (RN) (In Development)</div></div> | <div><div>Associated Program</div><div>Registered Nurse (RN) (In Development)</div></div> |
|         |                             | <div><div>Award Type</div><div>Associate in Science (A.S.) Degree</div></div>             | <div><div>Award Type</div><div>Associate in Science (A.S.) Degree</div></div>             |

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

| Changed        | Field              | Current Version    | Proposed Version             |
|----------------|--------------------|--------------------|------------------------------|
| GE Information |                    |                    |                              |
|                | System/Institution | Cal-GETC           | System/InstitutionCal-GETC   |
|                | Area(s)            | • CA1A - Approved. | Area(s)• CA1A - Approved.    |
|                | -                  | No value           | -No value                    |
|                | System/Institution | De Anza GE         | System/InstitutionDe Anza GE |
|                | Area(s)            | • 2G1A - Approved. | Area(s)• 2G1A - Approved.    |
|                | -                  | No value           | -No value                    |

| Weekly Student Hours - Profile Name: Default Profile |                                 |                 |                  |
|------------------------------------------------------|---------------------------------|-----------------|------------------|
| Changed                                              | Field                           | Current Version | Proposed Version |
|                                                      | Lecture Hours - In Class        | 5               | 5                |
|                                                      | Lecture Hours - Out of Class    | 10              | 10               |
|                                                      | Laboratory Hours - In Class     | 0               | 0                |
|                                                      | Laboratory Hours - Out of Class | 0               | 0                |
|                                                      | NA Hours - In Class             | 0               | 0                |
|                                                      | NA Hours - Out of Class         | 0               | 0                |

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

| Changed | Field                                     | Current Version | Proposed Version |
|---------|-------------------------------------------|-----------------|------------------|
|         | NA Hours - Course Out-of-Class per Term   | 0               | 0                |
|         | Total - Course In-Class (Contact) Hours   | 60              | 60               |
|         | Total - Course Out-of-Class Hours         | 120             | 120              |
|         | Total Credit Units - Minimum Credit Units | 5               | 5                |
|         | Total Credit Units - Maximum Credit Units | 5               | 5                |

#### Speciality Hours

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

#### Credit / Non-Credit Options

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

#### Credit Units

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



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

| Specifications                                                                    |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Changed                                                                           | Field                  | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  | Methods of Instruction | <div><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Lecture and visual aids</div><div>Collaborative learning and small group activities</div><div>Vocabulary exercises</div><div>Individual and group presentations</div><div>Discussions of assigned reading</div><div>In-class essays</div><div>In-class exploration and credibility assessment of online sources</div><div>Quiz and examination review performed in class</div><div>Guest speakers</div><div>Collaborative learning and small group exercises</div></div> | <div><div>Methods of Instruction</div><div>Methods of Instruction</div><div>Lecture and visual aids</div><div>Collaborative learning and small group activities</div><div>Vocabulary exercises, such as individual and group presentation</div><div>Discussions of assigned reading</div><div>In-class timed writing, such as free writing</div><div>In-class exploration and credibility assessment</div><div>Quiz and examination review performed in class</div></div> |

| Changed                                                                           | Field              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Assignments</b> | <p>1. Reading, approx. 500-700 total pages of rhetorically and culturally diverse texts, such as nonfiction, academic essays, professional researched articles and at least one book-length work by a single author.</p> <ol style="list-style-type: none"> <li>1. Analysis of and response to texts in the form of annotating, short answers, journal writing, discussion, and presentations.</li> <li>2. Vocabulary exercises and activities, which may include use of vocabulary items in students' own writing.</li> </ol> <p>2. Writing (at least 6,000 words of rhetorically diverse writing assignments)</p> <ol style="list-style-type: none"> <li>1. At least three out-of-class essays.</li> <li>2. In-class essays for midterm and final exams.</li> <li>3. Written homework and journal writing to practice skills in paraphrasing, summarizing, incorporating academic sources, and analyzing texts.</li> </ol> | <p>1. Reading, approx. 500-700 total pages of rhetorically and culturally diverse texts, such as r</p> <ol style="list-style-type: none"> <li>1. Analysis of and response to texts in the form of annotating, short answers, journal w</li> <li>2. Vocabulary exercises and activities, which may include the use of vocabulary items</li> </ol> <p>2. Writing (at least 6,000 words of rhetorically diverse writing assignments)</p> <ol style="list-style-type: none"> <li>1. At least three out-of-class essays <ol style="list-style-type: none"> <li>1. Essays may involve multiple drafts and opportunities for revision</li> <li>2. If appropriate, may choose a topic that is relevant and meaningful to them</li> <li>3. If possible and appropriate, instructors may provide model examples of assign</li> </ol> </li> <li>2. In-class essays for midterm and final exams.</li> <li>3. Written homework and journal writing to practice skills in paraphrasing, summarizing</li> </ol> <p>3. Small group and individual presentations, such as reading journals and writer's chair</p> |

| Changed | Field                                                    | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                    |
|---------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Methods of Evaluation                                    | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div><div>1. Homework assignments and quizzes on texts, vocabulary, and writing techniques, graded on comprehension, critical analysis, and synthesis of materials.</div><div>2. In-class midterm and final essay exams, graded by instructor for preparedness on content development, idea organization, and grammatical accuracy.</div><div>3. A minimum of three, multi-drafted essays peer reviewed and graded by instructor for content, development, organization, and use of appropriate academic vocabulary and sentence structure.</div><div>4. Individual and/or small group presentations of fiction and nonfiction texts, graded on comprehension, analysis, and delivery of content.</div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div><div>1. Homework assignments and quizzes on texts, v</div><div>2. Midterm and final essay exams, graded by instr</div><div>3. A minimum of three, multi-drafted essays peer r</div><div>academic vocabulary and sentence structure.</div><div>4. Individual and/or small group presentations of fi</div></div> |
|         |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                     |
| !       | Essential Student Materials/Essential College Facilities | <div>Essential Student Materials:<ul style="list-style-type: none"><li>None.</li></ul>Essential College Facilities:<ul style="list-style-type: none"><li>None.</li></ul></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <div>Essential Student Materials:<ul style="list-style-type: none"><li>None</li></ul>Essential College Facilities:<ul style="list-style-type: none"><li>None</li></ul></div>                                                                                                                                                                                                        |

| 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>Dollahite, Nancy E. and Julie Haun. Sourcework: Academic Writing from Sources. 2nd ed., Heinle ELT, 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    | Dollahite, Nancy E. and Julie Haun. Sourcework: Academic Writing from Sources. 2nd ed., Heinle ELT, 2012. | Publisher    | No value | Date/Edition | No value | ISBN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | No value | <table><tr><td>Title</td><td>Models for Writers: Short Essays for Composition</td></tr><tr><td>Author</td><td>Rosa, Alfred, and Paul Eschholz</td></tr><tr><td>Publisher</td><td>Bedford/San Martin's</td></tr><tr><td>Date/Edition</td><td>15th ed., 2025</td></tr><tr><td>ISBN</td><td>978-1319562861</td></tr></table> | Title  | Models for Writers: Short Essays for Composition | Author    | Rosa, Alfred, and Paul Eschholz | Publisher    | Bedford/San Martin's | Date/Edition | 15th ed., 2025                                                                                                                                                                                                                                                                                          | ISBN | 978-1319562861 |
|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         | Title                                                                                                                                                                                                                                                                                                                               | No value                                                                                                  |                                                                                                                           |           |                                                                                                           |              |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |                                 |              |                      |              |                                                                                                                                                                                                                                                                                                         |      |                |
|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         | Author                                                                                                                                                                                                                                                                                                                              | Dollahite, Nancy E. and Julie Haun. Sourcework: Academic Writing from Sources. 2nd ed., Heinle ELT, 2012. |                                                                                                                           |           |                                                                                                           |              |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |                                 |              |                      |              |                                                                                                                                                                                                                                                                                                         |      |                |
|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         | Publisher                                                                                                                                                                                                                                                                                                                           | No value                                                                                                  |                                                                                                                           |           |                                                                                                           |              |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |                                 |              |                      |              |                                                                                                                                                                                                                                                                                                         |      |                |
|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         | Date/Edition                                                                                                                                                                                                                                                                                                                        | No value                                                                                                  |                                                                                                                           |           |                                                                                                           |              |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |                                 |              |                      |              |                                                                                                                                                                                                                                                                                                         |      |                |
|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         | ISBN                                                                                                                                                                                                                                                                                                                                | No value                                                                                                  |                                                                                                                           |           |                                                                                                           |              |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |                                 |              |                      |              |                                                                                                                                                                                                                                                                                                         |      |                |
|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         | Title                                                                                                                                                                                                                                                                                                                               | Models for Writers: Short Essays for Composition                                                          |                                                                                                                           |           |                                                                                                           |              |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |                                 |              |                      |              |                                                                                                                                                                                                                                                                                                         |      |                |
|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         | Author                                                                                                                                                                                                                                                                                                                              | Rosa, Alfred, and Paul Eschholz                                                                           |                                                                                                                           |           |                                                                                                           |              |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |                                 |              |                      |              |                                                                                                                                                                                                                                                                                                         |      |                |
|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         | Publisher                                                                                                                                                                                                                                                                                                                           | Bedford/San Martin's                                                                                      |                                                                                                                           |           |                                                                                                           |              |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |                                 |              |                      |              |                                                                                                                                                                                                                                                                                                         |      |                |
|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                         | Date/Edition                                                                                                                                                                                                                                                                                                                        | 15th ed., 2025                                                                                            |                                                                                                                           |           |                                                                                                           |              |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |                                 |              |                      |              |                                                                                                                                                                                                                                                                                                         |      |                |
| ISBN                                                                                                                                                                                                                                                                                                                                                | 978-1319562861                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |                                                                                                                           |           |                                                                                                           |              |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |                                 |              |                      |              |                                                                                                                                                                                                                                                                                                         |      |                |
| <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Goshgarian, Gary. What Matters in America: Reading and Writing about Contemporary Culture. 3rd ed.,Longman, 2011.</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                                                                                                    | Goshgarian, Gary. What Matters in America: Reading and Writing about Contemporary Culture. 3rd ed.,Longman, 2011.         | Publisher | No value                                                                                                  | Date/Edition | No value | ISBN         | No value | <table><tr><td>Title</td><td>A Writer's Reference</td></tr><tr><td>Author</td><td>Hacker, Diana and Nancy Sommers</td></tr><tr><td>Publisher</td><td>Bedford/ St.Martin's</td></tr><tr><td>Date/Edition</td><td>11th Edition, 2025</td></tr><tr><td>ISBN</td><td>978-1319455118</td></tr></table>                                                                                                                                                                                                                                                                                                                            | Title    | A Writer's Reference                                                                                                                                                                                                                                                                                                      | Author | Hacker, Diana and Nancy Sommers                  | Publisher | Bedford/ St.Martin's            | Date/Edition | 11th Edition, 2025   | ISBN         | 978-1319455118                                                                                                                                                                                                                                                                                          |      |                |
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| Author                                                                                                                                                                                                                                                                                                                                              | Goshgarian, Gary. What Matters in America: Reading and Writing about Contemporary Culture. 3rd ed.,Longman, 2011.                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |                                                                                                                           |           |                                                                                                           |              |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |                                 |              |                      |              |                                                                                                                                                                                                                                                                                                         |      |                |
| Publisher                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |                                                                                                                           |           |                                                                                                           |              |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                           |        |                                                  |           |                                 |              |                      |              |                                                                                                                                                                                                                                                                                                         |      |                |
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| Changed | Field | Current Version                                                                                                        | Proposed Version |
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|         |       | <b>Author</b> Hacker, Diana and Nancy Sommers. " A Writer's Reference." 9th Edition. Bedford/ St.Martin's Press, 2018. |                  |
|         |       | <b>Publisher</b> No value                                                                                              |                  |
|         |       | <b>Date/Edition</b> No value                                                                                           |                  |
|         |       | <b>ISBN</b> No value                                                                                                   |                  |

| Changed                                                                                                                                         | Field                  | Current Version                                                                                                                                 | Proposed Version |
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| <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> | Suggested Reading List | <div><div>Reading List</div><div>Divakaruni, Chitra. Arranged Marriage: Stories. Anchor, 1996.</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>Divakruni, Chitra Banerjee. Queen of Dreams. Doubleday, 2004.</div></div>                                      |                  |
|                                                                                                                                                 |                        | <div><div>May include, but are not limited to</div><div>No value</div></div>                                                                    |                  |
|                                                                                                                                                 |                        | <div><div>Reading List</div><div>Guterson, David. Snow Falling on Cedar. Vintage Contemporaries, 1995.</div></div>                              |                  |
|                                                                                                                                                 |                        | <div><div>May include, but are not limited to</div><div>No value</div></div>                                                                    |                  |
|                                                                                                                                                 |                        | <div><div>Reading List</div><div>Kingston, Maxine Hong. The Woman Warrior: Memoirs of a Girlhood Among Ghosts. Vintage Books, 2000.</div></div> |                  |
|                                                                                                                                                 |                        | <div><div>May include, but are not limited to</div><div>No value</div></div>                                                                    |                  |
|                                                                                                                                                 |                        | <div><div>Reading List</div><div>Lahiri, Jhumpa. The Namesake. Houghton Mifflin Harcourt. 2004</div></div>                                      |                  |
|                                                                                                                                                 |                        | <div><div>May include, but are not limited to</div><div>No value</div></div>                                                                    |                  |
|                                                                                                                                                 |                        | <div><div>Reading List</div><div>Lahiri, Jhumpa. The Interpreter of Maladies. Houghton Mifflin Harcourt. 2000</div></div>                       |                  |
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|         |       | <div><div>May include, but are not limited to</div><div>No value</div></div>                    |                  |
|         |       | <div><div>Reading List</div><div>Tan, Amy. The Kitchen God's Wife. Ivy Books, 1992.</div></div> |                  |
|         |       | <div><div>May include, but are not limited to</div><div>No value</div></div>                    |                  |

| Learning Outcomes                                                                 |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|  | Course Objectives | <ul style="list-style-type: none"><li>Read, analyze and evaluate college-level texts and academic source material from a variety of societal and cultural perspectives.</li><li>Compose expository analytical essays on a variety of topics in response to and incorporating materials from assigned texts and research materials.</li><li>Demonstrate level-appropriate sentence structure, grammar and vocabulary.</li></ul> | <ul style="list-style-type: none"><li>Read, analyze and evaluate college-level texts and academic source material from a variety of societal and cultural perspectives.</li><li>Compose expository analytical essays on a variety of topics that incorporate ideas and information from assigned texts and research materials.</li><li>Demonstrate level-appropriate sentence structure, grammar and vocabulary.</li></ul> |
|                                                                                   | CSLOs             | <div><div>CSLOs</div><div>Analyze and evaluate college-level fiction &amp; nonfiction texts.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>                                                                                                                                                                                                                                                          | <div><div>CSLOs</div><div>Analyze and evaluate college-level fiction &amp; nonfiction texts.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>                                                                                                                                                                                                                                                      |
|                                                                                   |                   | <div><div>CSLOs</div><div>Write essays, including research-based writing, demonstrating academic rhetorical strategies and documentation.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>                                                                                                                                                                                                             | <div><div>CSLOs</div><div>Write essays, including research-based writing, demonstrating academic rhetorical strategies and documentation.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>                                                                                                                                                                                                         |
|                                                                                   |                   | <div><div>CSLOs</div><div>Demonstrate college-level grammar, sentence structure, and vocabulary in writing.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>                                                                                                                                                                                                                                           | <div><div>CSLOs</div><div>Demonstrate college-level grammar, sentence structure, and vocabulary in writing.</div></div> <div><div>Expected SLO Performance</div><div>0.0</div></div>                                                                                                                                                                                                                                       |

| Course Outline |
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| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| !       | Course Content | <p>1. Read, analyze and evaluate college-level texts and academic source material from a variety of societal and cultural perspectives.</p> <ol style="list-style-type: none"> <li>1. Read assigned and self-selected researched texts that reflect cultural, ethnic, gender, sexual, and socio-economic diversity.</li> <li>2. Identify author's thesis, supporting details, perspective, purpose, intended audience, tone, bias, credibility, and source validity.</li> <li>3. Demonstrate comprehension, analysis, and critical thinking by engaging in class and small group discussions, debates, presentations, paraphrase, and summary writing.</li> </ol> <p>2. Compose expository analytical essays on a variety of topics in response to and incorporating materials from assigned texts and research materials.</p> <ol style="list-style-type: none"> <li>1. Generate topics, supporting ideas, and thesis statements for essays that respond to and incorporate ideas and perspectives from assigned and researched texts.</li> <li>2. Employ various rhetorical modes and paragraph constructions appropriate to support thesis and address purpose and audience.</li> <li>3. Respond to and incorporate ideas and perspectives from diverse texts by paraphrasing, summarizing, synthesizing, and citing source material using MLA format.</li> <li>4. Write clear, organized, and well-developed expository, analytical, and argumentative essays with the writing process approach that incorporates prewriting, outlining, drafting, revising, proofreading, and editing.</li> <li>5. Compose a comprehensive research paper utilizing MLA guidelines for formatting, citing sources, and compiling a Works Cited page.</li> </ol> <p>3. Demonstrate level-appropriate sentence structure, grammar and vocabulary.</p> <ol style="list-style-type: none"> <li>1. Produce sophisticated, complex sentence structures using a variety of clauses and phrases.</li> <li>2. Demonstrate proficiency in advanced grammar skills including, but not limited to, correct tense usage, clauses, sentence boundaries, and sentence combining.</li> <li>3. Employ academic vocabulary to express meaning clearly and accurately.</li> <li>4. Improve content, structure, grammar and vocabulary through guided peer review and feedback from an instructor.</li> </ol> | <p>1. Read, analyze and evaluate college-level texts and academic source material from a variety of societal and cultural perspectives.</p> <ol style="list-style-type: none"> <li>1. Read assigned and self-selected researched texts that reflect cultural, ethnic, gender, sexual, and socio-economic diversity.</li> <li>2. Identify author's thesis, supporting details, perspective, purpose, intended audience, tone, bias, credibility, and source validity. <ol style="list-style-type: none"> <li>1. Analyze how historical events, global and local issues, and social movements shape an author's purpose, stance on a topic, and rhetorical choices</li> <li>2. Examine how the historical and social context of an author's intended audience influences the author's tone, language choices, assumptions, and persuasive appeals</li> </ol> </li> <li>3. Demonstrate comprehension, analysis, and critical thinking by engaging in class and small group discussions, debates, presentations, paraphrase, and summary writing.</li> <li>4. Survey the role of English as a global lingua franca and as a language of political, economic, and cultural power <ol style="list-style-type: none"> <li>1. Analyze how language, discourse, and access to English influences issues of equity and opportunity in different global and historical contexts</li> <li>2. Investigate how multilingual writers use language to construct, challenge, or negotiate identity</li> </ol> </li> </ol> <p>2. Compose expository analytical essays on a variety of topics that incorporate ideas and information from assigned texts and research materials.</p> <ol style="list-style-type: none"> <li>1. Generate topics, supporting ideas, and thesis statements for essays that respond to and incorporate ideas and perspectives from assigned and researched texts.</li> <li>2. Employ various rhetorical modes and paragraph constructions appropriate to support thesis and address purpose and audience.</li> <li>3. Respond to and incorporate ideas and perspectives from diverse texts by paraphrasing, summarizing, synthesizing, and citing source material using the MLA citation method.</li> <li>4. Write clear, organized, and well-developed expository, analytical, and argumentative essays with the writing process approach that incorporates prewriting, outlining, drafting, revising, proofreading, and editing.</li> <li>5. Compose a comprehensive research paper utilizing MLA guidelines for formatting, citing sources, and compiling a Works Cited page.</li> </ol> <p>3. Demonstrate level-appropriate sentence structure, grammar, and vocabulary.</p> <ol style="list-style-type: none"> <li>1. Produce sophisticated, complex sentence structures using a variety of clauses and phrases.</li> <li>2. Demonstrate proficiency in advanced grammar skills including, but not limited to, correct tense usage, clauses, sentence boundaries, and sentence combining.</li> <li>3. Employ academic vocabulary to express meaning clearly and accurately.</li> <li>4. Improve content, structure, grammar and vocabulary through guided peer review and feedback from an instructor.</li> </ol> |

| Changed | Field                        | Current Version | Proposed Version |
|---------|------------------------------|-----------------|------------------|
|         | Lab Component in this Course | No              | No               |
|         | Lab Outline                  | No value        | No value         |

## Blue Form

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

## Req/Adv

| Changed  | Questions                                   | Current Version                                                                                                                | Proposed Version                                                                                                                                                                |
|----------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>!</b> | <b>Prerequisite(s):</b>                     | ESL D272. and ESL D273., or ESL D472. and ESL D473., or a qualifying score on the English as a Second Language Placement Test. | ESL 272 (or ESL 472) and ESL 273 (or ESL 473), or placement as determined by the college's multiple measures assessment process.                                                |
|          | <b>Corequisite(s):</b>                      | No Value                                                                                                                       | No Value                                                                                                                                                                        |
|          | <b>Advisory(ies):</b>                       | No Value                                                                                                                       | No Value                                                                                                                                                                        |
|          | <b>Advisory(ies) - Other:</b>               | No Value                                                                                                                       | No Value                                                                                                                                                                        |
|          | <b>Limitation(s) on Enrollment:</b>         | No Value                                                                                                                       | No Value                                                                                                                                                                        |
|          | <b>Limitation(s) on Enrollment - Other:</b> | No Value                                                                                                                       | No Value                                                                                                                                                                        |
| <b>!</b> | <b>Entrance Skills(s):</b>                  | No Value                                                                                                                       | (Restricted to students whose native language is not English.)<br>(Eligibility for college-level composition as determined by college assessment or other appropriate methods.) |
|          | <b>Entrance Skill(s) - Other:</b>           | No Value                                                                                                                       | No Value                                                                                                                                                                        |
|          | <b>General Course Statement(s):</b>         | (See general education pages for the requirements this course meets.)                                                          | (See general education pages for the requirements this course meets.)                                                                                                           |
|          | <b>General Course Statement(s) - Other:</b> | No Value                                                                                                                       | No Value                                                                                                                                                                        |

## A-Matrix Form

| Changed | Questions                                                                                                                                                                                    | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> | No Value        | No Value         |
|         | <b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>                                                                                  | No Value        | No Value         |
|         | <b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>                                                                                                        | No Value        | No Value         |
|         | <b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>                                                                                   | No Value        | No Value         |
|         | <b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>                                                                                                | No Value        | No Value         |
|         | <b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>                                                                                       | 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        | Outline A: Read, analyze and evaluate college-level texts and academic source material from a variety of societal and cultural perspectives. Assignments A: Reading, approx. 500-700 total pages of rhetorically and culturally diverse texts, such as nonfiction, academic essays, scholarly articles, and at least one book-length work by a single author. |
| !       | Objective 2: Develop analytical ideas and topics for essays.                                                                                                                                                                                                  | No Value        | Outline B.1: Generate topics and supporting ideas for essays .                                                                                                                                                                                                                                                                                                |
| !       | Objective 3: Compose and support thesis statements for analytical essays.                                                                                                                                                                                     | No Value        | Outline B.1: Generate thesis statements for essays that respond to and incorporate ideas and perspectives from assigned and researched texts.                                                                                                                                                                                                                 |
| !       | Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.                                                                                                                                 | No Value        | Outline B2: Employ various rhetorical modes and paragraph constructions appropriate to support thesis and address purpose and audience.                                                                                                                                                                                                                       |
| !       | Objective 5: Identify and practice writing for different audiences and purposes.                                                                                                                                                                              | No Value        | Outline B2: Employ various rhetorical modes and paragraph constructions appropriate to support thesis and address purpose and audience. Assignments B: Write at least 6,000 words of rhetorically diverse writing assignments.                                                                                                                                |
| !       | Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.                                                                                                                                                 | No Value        | Outline B2: Employ various rhetorical modes and paragraph constructions appropriate to support thesis and address purpose and audience. Assignments B: Write at least 6,000 words of rhetorically diverse writing assignments.                                                                                                                                |
| !       | Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.                                                                                                                                                        | No Value        | Outline B4: Write clear, organized, and well-developed expository, analytical, and argumentative essays with the writing process approach that incorporates prewriting, outlining, drafting, revising, proofreading, and editing. Outline C4: Improve content, structure, grammar and vocabulary through guided peer review and feedback from an instructor.  |
| !       | Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.                                                                                                                                                          | No Value        | Outline B4: Write clear, organized, and well-developed expository, analytical, and argumentative essays with the writing process approach that incorporates prewriting, outlining, drafting, revising, proofreading, and editing. Outline B5: Compose a comprehensive research paper.                                                                         |

| Changed                                                                           | Questions                                                                | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b> | No Value        | Outline C1: Produce sophisticated, complex sentence structures using a variety of clauses and phrases. Outline C2: Demonstrate proficiency in advanced grammar skills including, but not limited to, correct tense usage, clauses, sentence boundaries, and sentence combining. Outline C3: Employ academic vocabulary to express meaning clearly and accurately. Outline C4: Improve content, structure, grammar and vocabulary through guided peer review and feedback from an instructor. |

## C-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                                            | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>                                                                                                                       | No Value        | No Value         |
|         | <b>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.</b>                                                                                                   | No Value        | No Value         |
|         | <b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>                                                                                                                                                                 | No Value        | No Value         |
|         | <b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>                                                                                                                                                                  | No Value        | No Value         |
|         | <b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>                                                                                                                                                        | No Value        | No Value         |

## D-Matrix Form

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

## E-Matrix Form

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

## F-Matrix Form

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



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

#### G-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                                                                                                                                                    | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.</b>                                                                                                                                                                                                                                                            | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |

#### H-Matrix Form

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

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version                                                                                                                                                                                                                                         |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>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.</b>                                                               | No Value        | No Value                                                                                                                                                                                                                                                 |
|         | <b>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.</b>                                                      | No Value        | No Value                                                                                                                                                                                                                                                 |
|         | <b>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.</b> | No Value        | No Value                                                                                                                                                                                                                                                 |
|         | <b>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.</b>                                             | No Value        | No Value                                                                                                                                                                                                                                                 |
| !       | <b>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.</b>                                | No Value        | This restriction ensures that the course serves its intended purpose of supporting non-native English speakers in developing language skills necessary for academic success, without overlapping with transferable courses designed for native speakers. |

## De Anza GE Form

| Changed | Questions                                                                                                                                                                                      | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>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.)</b> | No Value        | Outline A2: Identify author's thesis, supporting details, perspective, purpose, intended audience, tone, bias, credibility, and source validity. Outline B2: Employ various rhetorical modes and paragraph constructions appropriate to support thesis and address purpose and audience. Outline B4: Write clear, organized, and well-developed expository, analytical, and argumentative essays with the writing process approach that incorporates prewriting, outlining, drafting, revising, proofreading, and editing. Outline C2: Demonstrate proficiency in advanced grammar skills including, but not limited to, correct tense usage, clauses, sentence boundaries, and sentence combining. Outline A4a: Investigate how multilingual writers use language to construct, challenge, or negotiate identity. |

| Changed | Questions                                                                                                                                                                                                                                                                                                                        | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>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.)</b> | No Value        | Course Outline B: Compose expository analytical essays on a variety of topics that incorporate ideas and information from assigned texts and research materials. Assignments B: Write at least 6,000 words of rhetorically diverse writing assignments Methods of Evaluation D: Individual and/or small group presentations of fiction and nonfiction texts, graded on comprehension, analysis, and delivery of content. Assignments C: Small group and individual presentations, such as reading journals and writer's chair Outline A3: Demonstrate comprehension, analysis, and critical thinking by engaging in class and small group discussions, debates, presentations, paraphrase, and summary writing. |
| !       | <b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                                  | No Value        | Outline A1: Read assigned and self-selected researched texts that reflect cultural, ethnic, gender, sexual, and socio-economic diversity. Outline A2: Identify author's thesis, supporting details, perspective, purpose, intended audience, tone, bias, credibility, and source validity. Outline A3: Demonstrate comprehension, analysis, and critical thinking by engaging in class and small group discussions, debates, presentations, paraphrase, and summary writing.                                                                                                                                                                                                                                    |
| !       | <b>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.)</b>                                                              | No Value        | Outline A1: Read assigned and self-selected researched texts that reflect cultural, ethnic, gender, sexual, and socio-economic diversity. Assignments A: Reading, approx. 500-700 total pages of rhetorically and culturally diverse texts, such as nonfiction, academic essays, scholarly articles, and at least one book-length work by a single author.                                                                                                                                                                                                                                                                                                                                                      |
| !       | <b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                        | No Value        | Outline A2a: Analyze how historical events, global and local issues, and social movements shape an author's purpose, stance on a topic, and rhetorical choices. Outline A2b: Examine how the historical and social context of an author's intended audience influences the author's tone, language choices, assumptions, and persuasive appeals. Outline A4a: Analyze how language, discourse, and access to English influences issues of equity and opportunity in different global and historical contexts.                                                                                                                                                                                                   |
| !       | <b>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.)</b>                                                                                         | No Value        | Outline B4: Write clear, organized, and well-developed expository, analytical, and argumentative essays with the writing process approach that incorporates prewriting, outlining, drafting, revising, proofreading, and editing. Outline C4: Improve content, structure, grammar and vocabulary through guided peer review and feedback from an instructor. Assignments A2: Vocabulary exercises and activities, which may include the use of vocabulary items in students' own writing. Assignments B3: Written homework and journal writing to practice skills in paraphrasing, summarizing, incorporating academic sources, and analyzing texts.                                                            |

#### Comments

| Changed | Questions                              | Current Version | Proposed Version |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|----------------------------------------|-----------------|------------------|----------------|------------------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Stage 2: Department Chair              | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                                                     |
| !       | Stage 3: DEI                           | No Value        | Date             | Tab            | Part - Field                             | Type of Edit | Initiator - Indicate "Y" When Completed or Initiator's Response                                                                                                                                                                                                                                                                                                                                                     |
|         |                                        |                 |                  |                | Examples of Primary Texts and References | Suggested    | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the Y field that are relevant to students? Please let me know yes or no in the initiator response box. Thanks for this great list of evaluation methods! For any of these, do instructors provide examples of strong and/or successful assignments to clarify expectations as the statement fits better there |
|         | Stage 4: Articulation Officer          | No Value        | 03/04/2026       | Specifications | Methods of Evaluation                    | Suggested    | Y - added to Assignments for all students when possible and appropriate? If yes, consider noting for the relevant assignment. If not appropriate, please let me know in the initiator response box.                                                                                                                                                                                                                 |
|         | Stage 5: De Anza General Education     | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|         | Stage 6: Content Review Matrix Liaison | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|         | Stage 7: Dean of Online Learning       | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|         | Stage 8: SLO Coordinator               | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|         | Stage 10: Curriculum Committee         | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                                                                     |

| CO      |                            |                 |                  |
|---------|----------------------------|-----------------|------------------|
| Changed | Questions                  | Current Version | Proposed Version |
|         | Sort ID (00 < 10; 0 < 100) | ESL 005         | ESL 005          |
|         | Course Status              | Non-substantial | Non-substantial  |
|         | Course Characteristics     | NA              | NA               |

| Changed | Questions                               | Current Version                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                                                                                                                                       |
|---------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Cross-Listed/Related Course Information | NA                                                                                                                                                                                                                                                                                                                                                                                     | NA                                                                                                                                                                                                                                                                                                                                                                                     |
|         | Cross-Listed/Related Course ID's        | No Value                                                                                                                                                                                                                                                                                                                                                                               | No Value                                                                                                                                                                                                                                                                                                                                                                               |
|         | DL Approval Date (MM/DD/YYYY)           | No Value                                                                                                                                                                                                                                                                                                                                                                               | No Value                                                                                                                                                                                                                                                                                                                                                                               |
| !       | Hybrid Approval Date (MM/DD/YYYY)       | 10/27/2020                                                                                                                                                                                                                                                                                                                                                                             | No Value                                                                                                                                                                                                                                                                                                                                                                               |
|         | Curriculum Office Notes                 | <ul style="list-style-type: none"><li>Tech. change only appr. 1/14/20 (effect. F20).-mkct</li><li>Hybrid appr. 11/17/2015.;</li><li>DL appr. 10/27/20 (effect. Su20).-mkct</li><li>Requisite change appr. 1/17/23 (effect. F23).-cc</li><li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc</li><li>Title change appr. 3/18/25 (effect. F26).-mkct</li></ul> | <ul style="list-style-type: none"><li>Tech. change only appr. 1/14/20 (effect. F20).-mkct</li><li>Hybrid appr. 11/17/2015.;</li><li>DL appr. 10/27/20 (effect. Su20).-mkct</li><li>Requisite change appr. 1/17/23 (effect. F23).-cc</li><li>Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc</li><li>Title change appr. 3/18/25 (effect. F26).-mkct</li></ul> |

| Course Administration Codes                                                                       |                                    |                          |
|---------------------------------------------------------------------------------------------------|------------------------------------|--------------------------|
| Articulation occurs after course approval. The following fields will not show a Proposed Version. |                                    |                          |
| Changed                                                                                           | Field                              | Current Version          |
|                                                                                                   | Curriculum ID                      | ESLD005.                 |
|                                                                                                   | Distance Education Approved        | Yes                      |
|                                                                                                   | Board of Trustees Approval Date    |                          |
|                                                                                                   | Curriculum Committee Approval Date | Mar 18, 2025 12:00:00 AM |
|                                                                                                   | Time to Next Review                | Sep 1, 2025 12:00:00 AM  |
|                                                                                                   | External Review Approval Date      | Sep 1, 2020 12:00:00 AM  |
|                                                                                                   | Course Control Number              | CCC000327865             |

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

De Anza College

# Change Report

03/27/2026

## Summary of Changes

| Section              | Changed field                                            |
|----------------------|----------------------------------------------------------|
| General Information  | Faculty Initiator                                        |
| General Information  | Effective Term                                           |
| General Information  | Course Type (CB27)                                       |
| General Information  | Mode of Delivery                                         |
| Faculty Requirements | Discipline 1                                             |
| Faculty Requirements | 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                                                                                                                                                       |
| Comments                                                | Stage 3: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Faculty Initiator</b>           | • eLumenData, eLumenData                                                                                                | • Cynthia Kaufman<br>• Esquivel Moreno, Angelica                                                                                                                                                                                         |
|                                                                                     | <b>Course ID (CB01A and CB01B)</b> | ICSD080.                                                                                                                | ICSD080.                                                                                                                                                                                                                                 |
|                                                                                     | <b>Course Control Number</b>       | CCC000504500                                                                                                            | CCC000504500                                                                                                                                                                                                                             |
|                                                                                     | <b>Course Title (CB02)</b>         | Community Based Learning in Intercultural Studies - Intrapersonal                                                       | Community Based Learning in Intercultural Studies - Intrapersonal                                                                                                                                                                        |
|                                                                                     | <b>Short Course Title</b>          | COMM BASED LRNG ICS - INTRAPRS                                                                                          | COMM BASED LRNG ICS - INTRAPRS                                                                                                                                                                                                           |
|                                                                                     | <b>TOP Code (CB03)</b>             | 4930.72                                                                                                                 | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|                                                                                     | <b>CIP Code</b>                    | Job-Seeking/Changing Skills.                                                                                            | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|                                                                                     | <b>Department</b>                  | ICS - Intercultural Studies                                                                                             | ICS - Intercultural Studies                                                                                                                                                                                                              |
|   | <b>Effective Term</b>              | Fall 2021                                                                                                               | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|                                                                                     | <b>SAM Priority Code (CB09)</b>    | E - Non-Occupational                                                                                                    | E - Non-Occupational                                                                                                                                                                                                                     |
|  | <b>Course Description</b>          | This course involves community engagement and reflection on how that engagement impacts one's own personal development. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
|  | <b>Course Type (CB27)</b>          | No value                                                                                                                | • Lower Division                                                                                                                                                                                                                         |
|  | <b>Mode of Delivery</b>            | No value                                                                                                                | • Online                                                                                                                                                                                                                                 |

### Faculty Requirements

| Changed                                                                             | Field               | Current Version | Proposed Version |
|-------------------------------------------------------------------------------------|---------------------|-----------------|------------------|
|  | <b>Discipline 1</b> | No value        | • Ethnic Studies |
|                                                                                     | <b>Discipline 2</b> | No value        | No value         |
|                                                                                     | <b>Discipline 3</b> | No value        | No value         |



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

### Course Justification

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                                         |
|---------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on beginning-level practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on beginning-level practical civic engagement work, specifically related to intercultural issues and dynamics. |

### Foothill Equivalency

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

### Course Philosophy

| Changed | Field                    | Current Version | Proposed Version |
|---------|--------------------------|-----------------|------------------|
|         | <b>Course Philosophy</b> | 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

No

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|



Please check all areas in the COR that address DEI.

No value

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

Please summarize the ways in which your course includes DEI.

No value

Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning The course builds significant choice into students' participation allowing students to connect source content to their own lives and engage in ways that meet their individual needs Outline provides opportunities to reflect on systemic inequity. While course materials do not directly reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.

## More Options

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

### UC Transferable and/or Lower-Division Major Requirement

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

## Associated Programs

| Changed | Field                       | Current Version           |                                               | Proposed Version          |                                               |
|---------|-----------------------------|---------------------------|-----------------------------------------------|---------------------------|-----------------------------------------------|
|         | Course is part of a program | <b>Associated Program</b> | Leadership and Social Change                  | <b>Associated Program</b> | Leadership and Social Change                  |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |

## Transferability &amp; Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                               | Current Version |  | Proposed Version |  |
|---------|-------------------------------------|-----------------|--|------------------|--|
|         | <b>Lecture Hours - In Class</b>     | 0               |  | 0                |  |
|         | <b>Lecture Hours - Out of Class</b> | 0               |  | 0                |  |
|         | <b>Laboratory Hours - In Class</b>  | 1.5             |  | 1.5              |  |

| 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                          | 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                |

| Changed | Field                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course In-Class (Contact) Hours</b>   | 18              | 18               |
|         | <b>Total - Course Out-of-Class Hours</b>         | 0               | 0                |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 0.5             | 0.5              |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 0.5             | 0.5              |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                                      | Current Version            | Proposed Version           |
|---------|------------------------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>                        | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>                         | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b>                   | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>                      | Not Applicable.            | Not Applicable.            |
|         | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/>   | <input type="checkbox"/>   |
|         | <b>Variable Credit Course</b>                              | <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               |
|              | 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> <p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Practical work in a community placement. Doing various forms of practical activity, and reflecting on that activity.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                 | <div> <p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Practical work in a community placement of the students choosing. Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                               |
|  | Assignments            | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

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

| Changed                 | Field                                    | Current Version                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                   |
|-------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div><div>!</div></div> | Examples of Primary Texts and References | <div><div>Title</div><div>No value</div></div> <div><div>Author</div><div>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</div></div> <div><div>Publisher</div><div>No value</div></div> <div><div>Date/Edition</div><div>No value</div></div> <div><div>ISBN</div><div>No value</div></div>                              | <div><div>Title</div><div>Succeeding at your Internship: A Handbook<br/>Written for and with Students</div></div> <div><div>Author</div><div>Christopher J. Mruk and John. C. Moor</div></div> <div><div>Publisher</div><div>LibreText</div></div> <div><div>Date/Edition</div><div>2025</div></div> <div><div>ISBN</div><div>No value</div></div> |
|                         |                                          | <div><div>Title</div><div>No value</div></div> <div><div>Author</div><div>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</div></div> <div><div>Publisher</div><div>No value</div></div> <div><div>Date/Edition</div><div>No value</div></div> <div><div>ISBN</div><div>No value</div></div>                                                       |                                                                                                                                                                                                                                                                                                                                                    |
|                         |                                          | <div><div>Title</div><div>No value</div></div> <div><div>Author</div><div>Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press.</div></div> <div><div>Publisher</div><div>No value</div></div> <div><div>Date/Edition</div><div>No value</div></div> <div><div>ISBN</div><div>No value</div></div> |                                                                                                                                                                                                                                                                                                                                                    |
|                         |                                          | <div><div>Title</div><div>No value</div></div> <div><div>Author</div><div>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</div></div> <div><div>Publisher</div><div>No value</div></div> <div><div>Date/Edition</div><div>No value</div></div> <div><div>ISBN</div><div>No value</div></div>                                                     |                                                                                                                                                                                                                                                                                                                                                    |

| Changed                                                                           | Field                         | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Proposed Version |
|-----------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                   |                               | <div><div>Title</div><div>No value</div></div> <div><div>Author</div><div>Nader, Ralph. "Breaking Through Power: It's Easier Than We Think." San Francisco, CA: City Lights Books. 2016.</div></div> <div><div>Publisher</div><div>No value</div></div> <div><div>Date/Edition</div><div>No value</div></div> <div><div>ISBN</div><div>No value</div></div>                                                                                                                                                                                                                 |                  |
|  | <b>Suggested Reading List</b> | <div><div>Reading List</div><div>Cipolle, Susan. (2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc.</div></div> <div><div>May include, but are not limited to</div><div>No value</div></div> <div><div>Reading List</div><div>Minieri, Joan; Getsos, Paul. (2007) "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.</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                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturality-related issue or topic in ways that will engage the student's intrapersonal development.</li> <li>Describe the impacts of the engagement work on one's own personal development.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturality-related issue or topic in ways that will engage the student's intrapersonal development.</li> <li>Describe the impacts of the engagement work on one's own personal development.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</li> </ul> |

**CSLOs**

**CSLOs** Reflect on how ones own personal development impacts community work.

**Expected SLO Performance** 0.0

**CSLOs** Reflect on how ones own personal development impacts community work.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the impacts of doing community work on one's own personal development.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the impacts of doing community work on one's own personal development.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make a difference in our communities.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make a difference in our communities.

**Expected SLO Performance** 0.0

**Course Outline**

| Changed                                                                           | Field                               | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Course Content</b>               | <ol style="list-style-type: none"> <li>1. Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will engage the student's intrapersonal development.               <ol style="list-style-type: none"> <li>1. Make connection with an organization and agree to do some piece of meaningful work, such as volunteering at a food bank, helping organize an event, or helping the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract</li> </ol> </li> <li>2. Describe the impacts of the engagement work on one's own personal development.               <ol style="list-style-type: none"> <li>1. Understand the problems the practical work is trying to solve and what issues that raises for the student's sense of self.</li> <li>2. Observe the personal issues that arise when working to make a difference in the world.</li> </ol> </li> <li>3. Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.               <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>2. Apply the frameworks learned for understanding intrapersonal growth to an understanding of the practical activities student is engaged with.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will engage the student's intrapersonal development.               <ol style="list-style-type: none"> <li>1. Make connection with an organization and agree to do some piece of meaningful work, such as volunteering at a food bank, helping organize an event, or helping the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract</li> </ol> </li> <li>2. Describe the impacts of the engagement work on one's own personal development.               <ol style="list-style-type: none"> <li>1. Understand the problems the practical work is trying to solve and what issues that raises for the student's sense of self.</li> <li>2. Observe the personal issues that arise when working to make a difference in the world.</li> </ol> </li> <li>3. Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.               <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>2. Apply the frameworks learned for understanding intrapersonal growth to an understanding of the practical activities student is engaged with.</li> <li>3. Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</li> </ol> </li> </ol> |
|                                                                                   | <b>Lab Component in this Course</b> | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                   | <b>Lab Outline</b>                  | No value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



| 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)             | 2020            | No Value         |
| !       | Effective Quarter                       | Fall            | No Value         |
| !       | Effective Year (2021)                   | 2020            | No Value         |
|         | Sort ID (00 < 10; 0 < 100)              | ICS 080         | ICS 080          |
|         | 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                  | NA              | NA               |
|         | Cross-Listed/Related Course Information | Related Parent  | Related Parent   |
|         | Cross-Listed/Related Course ID's        | No Value        | No Value         |
| !       | CTE Status                              | No              | No Value         |
|         | DL Approval Date (MM/DD/YYYY)           | No Value        | No Value         |
|         | Hybrid Approval Date (MM/DD/YYYY)       | No Value        | No Value         |
| !       | Emergency Approval                      | No              | No Value         |

| Changed | Questions                                                                                                                                                                              | Current Version                                                                                      | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
| !       | <b>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)</b> | N                                                                                                    | No Value         |
| !       | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>   | N                                                                                                    | No Value         |
| !       | <b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                            | N                                                                                                    | No Value         |
| !       | <b>In Service Indicator</b>                                                                                                                                                            | N                                                                                                    | No Value         |
| !       | <b>Sports/Physical Education Course Indicator</b>                                                                                                                                      | N                                                                                                    | No Value         |
| !       | <b>COA Code</b>                                                                                                                                                                        | C                                                                                                    | No Value         |
| !       | <b>Fund Code</b>                                                                                                                                                                       | 114000                                                                                               | No Value         |
| !       | <b>Organization Code</b>                                                                                                                                                               | 234003                                                                                               | No Value         |

| Changed | Questions                 | Current Version                                                                                        | Proposed Version                                                                                       |
|---------|---------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| !       | Account Code              | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code              | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                   | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes   | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D080W, ICS D080X, ICS D080Y or ICS D080Z.) | (Not open to students with credit in ICS D080W, ICS D080X, ICS D080Y or ICS D080Z.) |
|         | 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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>For changes to the units and hours tab;<br/>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.</b> | No Value        | No Value         |
|         | <b>1. Is the unit(s) change required for articulation?</b>                                                                                                                                                                                                                              | No Value        | No Value         |
|         | <b>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.</b>                                                                                                           | No Value        | No Value         |
|         | <b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>                                                                                                                                                                            | No Value        | No Value         |
|         | <b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>                                                                                                                                                         | No Value        | No Value         |
|         | <b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>                                                                                                                                                              | 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 |
|---------|-----------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.          | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives. | No Value        | No Value         |

### B-Matrix Form

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

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

### C-Matrix Form

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



| Changed | Questions                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Demonstrate the ability to include a variety of sentence structures in writing.           | No Value        | No Value         |
|         | <b>Objective 5: Edit</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>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         |
|         | <b>Objective 2:</b><br>Investigate the use of mathematics in real world.                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore functions.                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models.                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real world problems.                                                                                                       | No Value        | No Value         |
|         | <b>Objective 6:</b> Use linear inequalities in one variable to solve real world problems.                                                                                                   | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Examine exponential expressions and develop exponential function models.                                                                                             | No Value        | No Value         |

| Changed | Questions                                                                                       | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Examine logarithmic expressions and develop logarithmic function models. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Develop quadratic function models to solve problems.                     | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Investigate the characteristics of rational expressions.                | No Value        | No Value         |
|         | <b>Objective 11:</b><br>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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem-solving methods.                                                      | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                     | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5: Use</b><br>systems of two linear equations to solve real-world problems.                                                                      | No Value        | No Value         |
|         | <b>Objective 6:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b> Use inequalities to solve real world problems.                                                                            | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                          | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.           | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals. | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                     | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                    | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                 | No Value        | No Value         |
|         | <b>Objective 6:</b> Use estimation to determine approximate solutions and to check the reasonableness of answers.  | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                             | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                                                      | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                                               | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                                                     | No Value        | No Value         |
|         | <b>Objective 12:</b><br>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.                               | No Value        | No Value         |

### G-Matrix Form

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

### H-Matrix Form

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



| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

| Changed | Questions                                                                                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                         | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                              | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 4:</b><br>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         |
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>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:<br>Department<br>Chair     | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |
| !       | Stage 3: DEI                        | No Value        |                  |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |
|         |                                     |                 | Date             | Tab            | Part -<br>Field                          | Type of<br>Edit | Edit                                                                                                                                                                                                                                                                                                                                                     | Initiator -<br>Indicate<br>"Y" When<br>Completed<br>or<br>Initiator's<br>Response |
|         |                                     |                 |                  |                |                                          |                 | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please let me know in the initiator response box and consider adding to DEI statement.                                                                                                            |                                                                                   |
|         |                                     |                 | 03/02/2026       | Specifications | Examples of Primary Texts and References | Suggested       | <b>The following was added by the Faculty Initiator to the DEI statement, "While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI."</b> |                                                                                   |
|         | Stage 4:<br>Articulation<br>Officer | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |

| Changed | Questions                              | Current Version | Proposed Version |
|---------|----------------------------------------|-----------------|------------------|
|         | Stage 5: De Anza General Education     | No Value        | No Value         |
|         | Stage 6: Content Review Matrix Liaison | No Value        | No Value         |
|         | Stage 7: Dean of Online Learning       | No Value        | No Value         |
|         | Stage 8: SLO Coordinator               | No Value        | No Value         |
|         | Stage 10: Curriculum Committee         | No Value        | No Value         |

| Course Administration Codes                                                                       |                                    |                         |
|---------------------------------------------------------------------------------------------------|------------------------------------|-------------------------|
| Articulation occurs after course approval. The following fields will not show a Proposed Version. |                                    |                         |
| Changed                                                                                           | Field                              | Current Version         |
|                                                                                                   | Curriculum ID                      | ICSD080.                |
|                                                                                                   | Distance Education Approved        | No                      |
|                                                                                                   | Board of Trustees Approval Date    |                         |
|                                                                                                   | Curriculum Committee Approval Date |                         |
|                                                                                                   | Time to Next Review                | Sep 1, 2025 12:00:00 AM |
|                                                                                                   | External Review Approval Date      | Sep 1, 2020 12:00:00 AM |
|                                                                                                   | Course Control Number              | CCC000504500            |

| Articulation |
|--------------|
|              |

| Changed | Field                                 | Current Version |
|---------|---------------------------------------|-----------------|
|         | Course<br>Crosswalk CRS-<br>DEPT-NAME |                 |
|         | Course<br>Crosswalk CRS-<br>NUMBER    |                 |

De Anza College

Change Report

03/27/2026

| Summary of Changes   |                                                          |
|----------------------|----------------------------------------------------------|
| Section              | Changed field                                            |
| General Information  | Faculty Initiator                                        |
| General Information  | Effective Term                                           |
| General Information  | Course Type (CB27)                                       |
| General Information  | Mode of Delivery                                         |
| Faculty Requirements | Discipline 1                                             |
| Faculty Requirements | 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                                                                                                                                                       |
| Comments                                                | Stage 3: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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                                                                                                                                                                                                                         |
|---------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Faculty Initiator</b>           | <ul style="list-style-type: none"> <li>eLumenData, eLumenData</li> </ul>                                                | <ul style="list-style-type: none"> <li>Cynthia Kaufman</li> <li>Esquivel Moreno, Angelica</li> </ul>                                                                                                                                     |
|         | <b>Course ID (CB01A and CB01B)</b> | ICSD080W                                                                                                                | ICSD080W                                                                                                                                                                                                                                 |
|         | <b>Course Control Number</b>       | CCC000535413                                                                                                            | CCC000535413                                                                                                                                                                                                                             |
|         | <b>Course Title (CB02)</b>         | Community Based Learning in Intercultural Studies - Intrapersonal                                                       | Community Based Learning in Intercultural Studies - Intrapersonal                                                                                                                                                                        |
|         | <b>Short Course Title</b>          | COMM BASED LRNG ICS - INTRAPRS                                                                                          | COMM BASED LRNG ICS - INTRAPRS                                                                                                                                                                                                           |
|         | <b>TOP Code (CB03)</b>             | 4930.72                                                                                                                 | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|         | <b>CIP Code</b>                    | Job-Seeking/Changing Skills.                                                                                            | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|         | <b>Department</b>                  | ICS - Intercultural Studies                                                                                             | ICS - Intercultural Studies                                                                                                                                                                                                              |
| !       | <b>Effective Term</b>              | Fall 2021                                                                                                               | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|         | <b>SAM Priority Code (CB09)</b>    | E - Non-Occupational                                                                                                    | E - Non-Occupational                                                                                                                                                                                                                     |
| !       | <b>Course Description</b>          | This course involves community engagement and reflection on how that engagement impacts one's own personal development. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| !       | <b>Course Type (CB27)</b>          | No value                                                                                                                | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                         |
| !       | <b>Mode of Delivery</b>            | No value                                                                                                                | <ul style="list-style-type: none"> <li>Online</li> </ul>                                                                                                                                                                                 |

### Faculty Requirements

| Changed | Field               | Current Version | Proposed Version                                                 |
|---------|---------------------|-----------------|------------------------------------------------------------------|
| !       | <b>Discipline 1</b> | No value        | <ul style="list-style-type: none"> <li>Ethnic Studies</li> </ul> |
|         | <b>Discipline 2</b> | No value        | No value                                                         |
|         | <b>Discipline 3</b> | No value        | No value                                                         |

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

### Course Justification

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                                         |
|---------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on beginning-level practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on beginning-level practical civic engagement work, specifically related to intercultural issues and dynamics. |

### Foothill Equivalency

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

### Course Philosophy

| Changed | Field                    | Current Version | Proposed Version |
|---------|--------------------------|-----------------|------------------|
|         | <b>Course Philosophy</b> | 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

No

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Please summarize the ways in which your course includes DEI.

No value

Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning. The course builds significant choice into students' participation allowing students to connect source content to their own lives and engage in ways that meet their individual needs. Outline provides opportunities to reflect on systemic inequity. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.



Please check all areas in the COR that address DEI.

No value

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

## More Options

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

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

#### UC Transferable and/or Lower-Division Major Requirement

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

#### Associated Programs

3/27/26, 12:57 PM

eLumen

| Changed | Field                       | Current Version                                                                    | Proposed Version                                                                   |
|---------|-----------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|         | Course is part of a program | <div><b>Associated Program</b> Leadership and Social Change</div>                  | <div><b>Associated Program</b> Leadership and Social Change</div>                  |
|         |                             | <div><b>Award Type</b> Certificate of Achievement (COA)</div>                      | <div><b>Award Type</b> Certificate of Achievement (COA)</div>                      |
|         |                             | <div><b>Associated Program</b> Leadership and Social Change (In Development)</div> | <div><b>Associated Program</b> Leadership and Social Change (In Development)</div> |
|         |                             | <div><b>Award Type</b> Certificate of Achievement (COA)</div>                      | <div><b>Award Type</b> Certificate of Achievement (COA)</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                |

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

### Course Student Hours - Profile Name: Default Profile

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

| Changed | Field                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course Out-of-Class Hours</b>         | 0               | 0                |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 1               | 1                |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 1               | 1                |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                                      | Current Version            | Proposed Version           |
|---------|------------------------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>                        | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>                         | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b>                   | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>                      | Not Applicable.            | Not Applicable.            |
|         | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/>   | <input type="checkbox"/>   |
|         | <b>Variable Credit Course</b>                              | <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 | <div><div>Methods of Instruction</div><div>Methods of Instruction<br/>Practical work in a community placement.<br/>Doing various forms of practical activity, and reflecting on that activity.</div></div> | <div><div>Methods of Instruction</div><div>Methods of Instruction<br/>Practical work in a community placement of the students choosing.<br/>Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</div></div> |

| Changed                                                                           | Field              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Assignments</b> | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

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

| Changed                                                                                                                                                                                                                                                                                                                            | Field                                                                                                    | Current Version                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                             |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|--------------|----------|------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------|--------|---------------------------------------|-----------|-----------|--------------|------|------|----------|
| <div><div>!</div></div>                                                                                                                                                                                                                                                                                                            | Examples of Primary Texts and References                                                                 | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</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    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | Succeeding at your Internship: A Handbook<br>Written for and with Students                                                                                   |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Christopher J. Mruk and John. C. Moor                                                                                                                        |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | LibreText                                                                                                                                                    |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | 2025                                                                                                                                                         |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | 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>Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press.</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    | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</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                                                                                                                                                       | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. | Publisher | No value                                                                                                                                                     | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                              | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                             | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                          | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                       | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| ISBN                                                                                                                                                                                                                                                                                                                               | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |

| Changed | Field | Current Version                                                                                                                                       | Proposed Version |
|---------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|         |       | <div><div>Title</div><div>No value</div></div>                                                                                                        |                  |
|         |       | <div><div>Author</div><div>Nader, Ralph. "Breaking Through Power: It's Easier Than We Think." San Francisco, CA: City Lights Books. 2016.</div></div> |                  |
|         |       | <div><div>Publisher</div><div>No value</div></div>                                                                                                    |                  |
|         |       | <div><div>Date/Edition</div><div>No value</div></div>                                                                                                 |                  |
|         |       | <div><div>ISBN</div><div>No value</div></div>                                                                                                         |                  |



Suggested Reading List

No value

|                                     |                                                                                                                                                              |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading List                        | Cipolle, Susan. (2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc. |
| May include, but are not limited to | No value                                                                                                                                                     |
| Reading List                        | Minieri, Joan; Getsos, Paul. (2007) "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.   |
| May include, but are not limited to | No value                                                                                                                                                     |

Learning Outcomes

| Changed      | Field                    | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will engage the student's intrapersonal development.</li> <li>Describe the impacts of the engagement work on one's own personal development.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will engage the student's intrapersonal development.</li> <li>Describe the impacts of the engagement work on one's own personal development.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</li> </ul> |
| <b>CSLOs</b> |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|              |                          | <b>CSLOs</b> Reflect on how ones own personal development impacts community work.                                                                                                                                                                                                                                                                                                                                                                                 | <b>CSLOs</b> Reflect on how ones own personal development impacts community work.                                                                                                                                                                                                                                                                                                                                                                                 |
|              |                          | <b>Expected SLO Performance</b> 0.0                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Expected SLO Performance</b> 0.0                                                                                                                                                                                                                                                                                                                                                                                                                               |
|              |                          | <b>CSLOs</b> Analyze the impacts of doing community work on one's own personal development.                                                                                                                                                                                                                                                                                                                                                                       | <b>CSLOs</b> Analyze the impacts of doing community work on one's own personal development.                                                                                                                                                                                                                                                                                                                                                                       |
|              |                          | <b>Expected SLO Performance</b> 0.0                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Expected SLO Performance</b> 0.0                                                                                                                                                                                                                                                                                                                                                                                                                               |
|              |                          | <b>CSLOs</b> Develop skills to make a difference in our communities.                                                                                                                                                                                                                                                                                                                                                                                              | <b>CSLOs</b> Develop skills to make a difference in our communities.                                                                                                                                                                                                                                                                                                                                                                                              |
|              |                          | <b>Expected SLO Performance</b> 0.0                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Expected SLO Performance</b> 0.0                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Course Outline



| Changed                                                                           | Field                               | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Course Content</b>               | <ol style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will engage the student's intrapersonal development.               <ol style="list-style-type: none"> <li>Make connection with an organization and agree to do some piece of meaningful work, such as volunteering at a food bank, helping organize an event, or helping the staff at a non-profit.</li> <li>Carry out the duties agreed to in a written contract</li> </ol> </li> <li>Describe the impacts of the engagement work on one's own personal development.               <ol style="list-style-type: none"> <li>Understand the problems the practical work is trying to solve and what issues that raises for the student's sense of self.</li> <li>Observe the personal issues that arise when working to make a difference in the world.</li> </ol> </li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.               <ol style="list-style-type: none"> <li>Reflect on the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>Apply the frameworks learned for understanding intrapersonal growth to an understanding of the practical activities student is engaged with.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will engage the student's intrapersonal development.               <ol style="list-style-type: none"> <li>Make connection with an organization and agree to do some piece of meaningful work, such as volunteering at a food bank, helping organize an event, or helping the staff at a non-profit.</li> <li>Carry out the duties agreed to in a written contract</li> </ol> </li> <li>Describe the impacts of the engagement work on one's own personal development.               <ol style="list-style-type: none"> <li>Understand the problems the practical work is trying to solve and what issues that raises for the student's sense of self.</li> <li>Observe the personal issues that arise when working to make a difference in the world.</li> </ol> </li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.               <ol style="list-style-type: none"> <li>Reflect on the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>Apply the frameworks learned for understanding intrapersonal growth to an understanding of the practical activities student is engaged with.</li> <li>Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</li> </ol> </li> </ol> |
|                                                                                   | <b>Lab Component in this Course</b> | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                   | <b>Lab Outline</b>                  | No value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | No value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| 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)             | 2020            | No Value         |
| !       | Effective Quarter                       | Fall            | No Value         |
| !       | Effective Year (2021)                   | 2020            | No Value         |
|         | Sort ID (00 < 10; 0 < 100)              | ICS 080W        | ICS 080W         |
|         | 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                  | NA              | NA               |
|         | Cross-Listed/Related Course Information | Related Child   | Related Child    |
|         | Cross-Listed/Related Course ID's        | ICS 80          | ICS 80           |
| !       | CTE Status                              | No              | No Value         |
|         | DL Approval Date (MM/DD/YYYY)           | No Value        | No Value         |
|         | Hybrid Approval Date (MM/DD/YYYY)       | No Value        | No Value         |
| !       | Emergency Approval                      | No              | No Value         |

| Changed                                                                             | Questions                                                                                                                                                                              | Current Version                                                                                      | Proposed Version |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
|    | <b>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)</b> | N                                                                                                    | No Value         |
|    | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>   | N                                                                                                    | No Value         |
|  | <b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
|  | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                            | N                                                                                                    | No Value         |
|  | <b>In Service Indicator</b>                                                                                                                                                            | N                                                                                                    | No Value         |
|  | <b>Sports/Physical Education Course Indicator</b>                                                                                                                                      | N                                                                                                    | No Value         |
|  | <b>COA Code</b>                                                                                                                                                                        | C                                                                                                    | No Value         |
|  | <b>Fund Code</b>                                                                                                                                                                       | 114000                                                                                               | No Value         |
|  | <b>Organization Code</b>                                                                                                                                                               | 234003                                                                                               | No Value         |

| Changed                                                                           | Questions                 | Current Version                                                                                        | Proposed Version                                                                                       |
|-----------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
|  | Account Code              | 1320                                                                                                   | No Value                                                                                               |
|  | Program Code              | 220300                                                                                                 | No Value                                                                                               |
|  | Percent                   | 100                                                                                                    | No Value                                                                                               |
|                                                                                   | Curriculum Office Notes   | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
|  | Print/No Print to Catalog | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D080., ICS D080X, ICS D080Y or ICS D080Z.) | (Not open to students with credit in ICS D080., ICS D080X, ICS D080Y or ICS D080Z.) |
|         | 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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>For changes to the units and hours tab;<br/>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.</b> | No Value        | No Value         |
|         | <b>1. Is the unit(s) change required for articulation?</b>                                                                                                                                                                                                                              | No Value        | No Value         |
|         | <b>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.</b>                                                                                                           | No Value        | No Value         |
|         | <b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>                                                                                                                                                                            | No Value        | No Value         |
|         | <b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>                                                                                                                                                         | No Value        | No Value         |
|         | <b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>                                                                                                                                                              | 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 |
|---------|-----------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.          | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives. | No Value        | No Value         |

### B-Matrix Form

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

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

### C-Matrix Form



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

| Changed | Questions                                                                                                     | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:<br/>Demonstrate the ability to include a variety of sentence structures in writing.</b>       | No Value        | No Value         |
|         | <b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b> | No Value        | No Value         |

### D-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                                    | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>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         |
|         | <b>Objective 2:</b><br>Investigate the use of mathematics in real world.                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore functions.                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models.                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real world problems.                                                                                                       | No Value        | No Value         |
|         | <b>Objective 6:</b> Use linear inequalities in one variable to solve real world problems.                                                                                                   | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Examine exponential expressions and develop exponential function models.                                                                                             | No Value        | No Value         |

| Changed | Questions                                                                                       | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Examine logarithmic expressions and develop logarithmic function models. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Develop quadratic function models to solve problems.                     | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Investigate the characteristics of rational expressions.                | No Value        | No Value         |
|         | <b>Objective 11:</b><br>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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem-solving methods.                                                      | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                     | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real-world problems.                                                                         | No Value        | No Value         |
|         | <b>Objective 6:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b> Use inequalities to solve real world problems.                                                                            | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                          | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.           | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals. | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                     | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                    | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                 | No Value        | No Value         |
|         | <b>Objective 6:</b> Use estimation to determine approximate solutions and to check the reasonableness of answers.  | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                             | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                                                      | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                                               | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                                                     | No Value        | No Value         |
|         | <b>Objective 12:</b><br>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.                               | No Value        | No Value         |

### G-Matrix Form



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

### H-Matrix Form

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

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

| Changed | Questions                                                                                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                         | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                              | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 4:</b><br>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         |
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>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:<br>Department<br>Chair          | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                                 |                      |                                                                                   |
| !       | Stage 3: DEI                             | No Value        |                  |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                                 |                      | Initiator -<br>Indicate<br>"Y" When<br>Completed<br>or<br>Initiator's<br>Response |
|         |                                          |                 | Date             | Tab            | Part -<br>Field                          | Type of<br>Edit | Edit                                                                                                                                                                                                                                                                                                                                                            |                      |                                                                                   |
|         |                                          |                 |                  |                |                                          |                 | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please let me know in the initiator response box and consider adding to DEI statement.                                                                                                                   |                      |                                                                                   |
|         |                                          |                 | 03/02/2026       | Specifications | Examples of Primary Texts and References | Suggested       | <b><i>The following was added by the Faculty Initiator to the DEI statement, "While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI."</i></b> | No the text does not |                                                                                   |
|         | Stage 4:<br>Articulation<br>Officer      | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                                 |                      |                                                                                   |
|         | Stage 5: De<br>Anza General<br>Education | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                                 |                      |                                                                                   |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

**Stage 6:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 7: Dean  
of Online  
Learning**

No Value

No Value

**Stage 8: SLO  
Coordinator**

No Value

No Value

**Stage 10:  
Curriculum  
Committee**

No Value

No Value

### Course Administration Codes

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

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

**Curriculum ID**

ICSD080W

**Distance  
Education  
Approved**

No

**Board of  
Trustees  
Approval Date**

**Curriculum  
Committee  
Approval Date**

**Time to Next  
Review**

Sep 1, 2025 12:00:00 AM

**External Review  
Approval Date**

Sep 1, 2020 12:00:00 AM

**Course Control  
Number**

CCC000535413

### Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

| Changed | Field                                 | Current Version |
|---------|---------------------------------------|-----------------|
|         | Course<br>Crosswalk CRS-<br>DEPT-NAME |                 |
|         | Course<br>Crosswalk CRS-<br>NUMBER    |                 |

De Anza College

# Change Report

03/27/2026

## Summary of Changes

| Section              | Changed field                                            |
|----------------------|----------------------------------------------------------|
| General Information  | Faculty Initiator                                        |
| General Information  | Effective Term                                           |
| General Information  | Course Type (CB27)                                       |
| General Information  | Mode of Delivery                                         |
| Faculty Requirements | Discipline 1                                             |
| Faculty Requirements | 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                                                                                                                                                       |
| Comments                                                | Stage 3: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| UC Transferable and/or Lower-Division Major Requirement | Will the course be UC transferable?                                                                                                                                             |
| UC Transferable and/or Lower-Division Major Requirement | Will the course fulfill a UC/CSU lower-division major requirement?                                                                                                              |

## General Information

| Changed | Field                              | Current Version                                                                                                         | Proposed Version                                                                                                                                                                                                                         |
|---------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Faculty Initiator</b>           | <ul style="list-style-type: none"> <li>eLumenData, eLumenData</li> </ul>                                                | <ul style="list-style-type: none"> <li>Cynthia Kaufman</li> <li>Esquivel Moreno, Angelica</li> </ul>                                                                                                                                     |
|         | <b>Course ID (CB01A and CB01B)</b> | ICSD080X                                                                                                                | ICSD080X                                                                                                                                                                                                                                 |
|         | <b>Course Control Number</b>       | CCC000529843                                                                                                            | CCC000529843                                                                                                                                                                                                                             |
|         | <b>Course Title (CB02)</b>         | Community Based Learning in Intercultural Studies - Intrapersonal                                                       | Community Based Learning in Intercultural Studies - Intrapersonal                                                                                                                                                                        |
|         | <b>Short Course Title</b>          | COMM BASED LRNG ICS - INTRAPRS                                                                                          | COMM BASED LRNG ICS - INTRAPRS                                                                                                                                                                                                           |
|         | <b>TOP Code (CB03)</b>             | 4930.72                                                                                                                 | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|         | <b>CIP Code</b>                    | Job-Seeking/Changing Skills.                                                                                            | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|         | <b>Department</b>                  | ICS - Intercultural Studies                                                                                             | ICS - Intercultural Studies                                                                                                                                                                                                              |
| !       | <b>Effective Term</b>              | Fall 2021                                                                                                               | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|         | <b>SAM Priority Code (CB09)</b>    | E - Non-Occupational                                                                                                    | E - Non-Occupational                                                                                                                                                                                                                     |
| !       | <b>Course Description</b>          | This course involves community engagement and reflection on how that engagement impacts one's own personal development. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| !       | <b>Course Type (CB27)</b>          | No value                                                                                                                | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                         |
| !       | <b>Mode of Delivery</b>            | No value                                                                                                                | <ul style="list-style-type: none"> <li>Online</li> </ul>                                                                                                                                                                                 |

### Faculty Requirements

| Changed | Field               | Current Version | Proposed Version                                                 |
|---------|---------------------|-----------------|------------------------------------------------------------------|
| !       | <b>Discipline 1</b> | No value        | <ul style="list-style-type: none"> <li>Ethnic Studies</li> </ul> |
|         | <b>Discipline 2</b> | No value        | No value                                                         |
|         | <b>Discipline 3</b> | No value        | No value                                                         |

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

### Course Justification

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                                         |
|---------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on beginning-level practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on beginning-level practical civic engagement work, specifically related to intercultural issues and dynamics. |

### Foothill Equivalency

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

### Course Philosophy

| Changed | Field                    | Current Version | Proposed Version |
|---------|--------------------------|-----------------|------------------|
|         | <b>Course Philosophy</b> | 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

No

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Please summarize the ways in which your course includes DEI.

No value

Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning. The course builds significant choice into students' participation allowing students to connect source content to their own lives and engage in ways that meet their individual needs. Outline provides opportunities to reflect on systemic inequity. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.



Please check all areas in the COR that address DEI.

No value

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

## More Options

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

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

#### UC Transferable and/or Lower-Division Major Requirement

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

#### Associated Programs

| Changed | Field                       | Current Version           |                                               | Proposed Version          |                                               |
|---------|-----------------------------|---------------------------|-----------------------------------------------|---------------------------|-----------------------------------------------|
|         | Course is part of a program | <b>Associated Program</b> | Leadership and Social Change                  | <b>Associated Program</b> | Leadership and Social Change                  |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |

### Transferability & Gen. Ed. Options

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

### Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                                  | Current Version |  | Proposed Version |  |
|---------|----------------------------------------|-----------------|--|------------------|--|
|         | <b>Lecture Hours - In Class</b>        | 0               |  | 0                |  |
|         | <b>Lecture Hours - Out of Class</b>    | 0               |  | 0                |  |
|         | <b>Laboratory Hours - In Class</b>     | 6               |  | 6                |  |
|         | <b>Laboratory Hours - Out of Class</b> | 0               |  | 0                |  |

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

### Course Student Hours - Profile Name: Default Profile

| Changed | Field                                                 | Current Version | Proposed Version |
|---------|-------------------------------------------------------|-----------------|------------------|
|         | Course Duration (Weeks)                               | 12              | 12               |
|         | Hours per unit divisor                                | 36              | 36               |
|         | Total Student Learning Hours                          | 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 |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course Out-of-Class Hours</b>         | 0               | 0                |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 2               | 2                |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 2               | 2                |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                                      | Current Version            | Proposed Version           |
|---------|------------------------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>                        | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>                         | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b>                   | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>                      | Not Applicable.            | Not Applicable.            |
|         | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/>   | <input type="checkbox"/>   |
|         | <b>Variable Credit Course</b>                              | <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 | <div><div>Methods of Instruction</div><div>Methods of Instruction<br/>Practical work in a community placement.<br/>Doing various forms of practical activity, and reflecting on that activity.</div></div> | <div><div>Methods of Instruction</div><div>Methods of Instruction<br/>Practical work in a community placement of the students choosing.<br/>Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</div></div> |

| Changed                                                                           | Field              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Assignments</b> | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

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

| Changed                                                                                                                                                                                                                                                                                                                            | Field                                                                                                    | Current Version                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                             |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|--------------|----------|------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------|--------|---------------------------------------|-----------|-----------|--------------|------|------|----------|
| <div><div>!</div></div>                                                                                                                                                                                                                                                                                                            | Examples of Primary Texts and References                                                                 | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</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    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Christopher J. Mruk and John. C. Moor                                                                                                                        |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | LibreText                                                                                                                                                    |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | 2025                                                                                                                                                         |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | 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>Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press.</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    | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</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                                                                                                                                                       | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. | Publisher | No value                                                                                                                                                     | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                              | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                             | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                          | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                       | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| ISBN                                                                                                                                                                                                                                                                                                                               | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |

| Changed                                                                           | Field                         | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Proposed Version |
|-----------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                   |                               | <div><div>Title</div><div>No value</div></div> <div><div>Author</div><div>Nader, Ralph. "Breaking Through Power: It's Easier Than We Think." San Francisco, CA: City Lights Books. 2016.</div></div> <div><div>Publisher</div><div>No value</div></div> <div><div>Date/Edition</div><div>No value</div></div> <div><div>ISBN</div><div>No value</div></div>                                                                                                                                                                                                                 |                  |
|  | <b>Suggested Reading List</b> | <div><div>Reading List</div><div>Cipolle, Susan. (2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc.</div></div> <div><div>May include, but are not limited to</div><div>No value</div></div> <div><div>Reading List</div><div>Minieri, Joan; Getsos, Paul. (2007) "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.</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                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will engage the student's intrapersonal development.</li> <li>Describe the impacts of the engagement work on one's own personal development.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will engage the student's intrapersonal development.</li> <li>Describe the impacts of the engagement work on one's own personal development.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</li> </ul> |

**CSLOs**

**CSLOs** Reflect on how ones own personal development impacts community work.

**Expected SLO Performance** 0.0

**CSLOs** Reflect on how ones own personal development impacts community work.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the impacts of doing community work on one's own personal development.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the impacts of doing community work on one's own personal development.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make a difference in our communities.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make a difference in our communities.

**Expected SLO Performance** 0.0

**Course Outline**

| Changed                                                                           | Field                               | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Course Content</b>               | <p>1. Engage with a community based organization, business, or civic institution on an interculturality-related issue or topic in ways that will engage the student's intrapersonal development.</p> <ol style="list-style-type: none"> <li>1. Make connection with an organization and agree to do some piece of meaningful work, such as volunteering at a food bank, helping organize an event, or helping the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract</li> </ol> <p>2. Describe the impacts of the engagement work on one's own personal development.</p> <ol style="list-style-type: none"> <li>1. Understand the problems the practical work is trying to solve and what issues that raises for the student's sense of self.</li> <li>2. Observe the personal issues that arise when working to make a difference in the world.</li> </ol> <p>3. Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</p> <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>2. Apply the frameworks learned for understanding intrapersonal growth to an understanding of the practical activities student is engaged with.</li> </ol> | <p>1. Engage with a community based organization, business, or civic institution on an interculturality-related issue or topic in ways that will engage the student's intrapersonal development.</p> <ol style="list-style-type: none"> <li>1. Make connection with an organization and agree to do some piece of meaningful work, such as volunteering at a food bank, helping organize an event, or helping the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract</li> </ol> <p>2. Describe the impacts of the engagement work on one's own personal development.</p> <ol style="list-style-type: none"> <li>1. Understand the problems the practical work is trying to solve and what issues that raises for the student's sense of self.</li> <li>2. Observe the personal issues that arise when working to make a difference in the world.</li> </ol> <p>3. Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</p> <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>2. Apply the frameworks learned for understanding intrapersonal growth to an understanding of the practical activities student is engaged with.</li> <li>3. Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</li> </ol> |
|                                                                                   | <b>Lab Component in this Course</b> | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                   | <b>Lab Outline</b>                  | No value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | No value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| 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)             | 2020            | No Value         |
| !       | Effective Quarter                       | Fall            | No Value         |
| !       | Effective Year (2021)                   | 2020            | No Value         |
|         | Sort ID (00 < 10; 0 < 100)              | ICS 080X        | ICS 080X         |
|         | 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                  | NA              | NA               |
|         | Cross-Listed/Related Course Information | Related Child   | Related Child    |
|         | Cross-Listed/Related Course ID's        | ICS 80          | ICS 80           |
| !       | CTE Status                              | No              | No Value         |
|         | DL Approval Date (MM/DD/YYYY)           | No Value        | No Value         |
|         | Hybrid Approval Date (MM/DD/YYYY)       | No Value        | No Value         |
| !       | Emergency Approval                      | No              | No Value         |

| Changed | Questions                                                                                                                                                                       | Current Version                                                                                      | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
| !       | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) | N                                                                                                    | No Value         |
| !       | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)   | N                                                                                                    | No Value         |
| !       | Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | Noncredit Enhanced Funding Indicator                                                                                                                                            | N                                                                                                    | No Value         |
| !       | In Service Indicator                                                                                                                                                            | N                                                                                                    | No Value         |
| !       | Sports/Physical Education Course Indicator                                                                                                                                      | N                                                                                                    | No Value         |
| !       | COA Code                                                                                                                                                                        | C                                                                                                    | No Value         |
| !       | Fund Code                                                                                                                                                                       | 114000                                                                                               | No Value         |
| !       | Organization Code                                                                                                                                                               | 234003                                                                                               | No Value         |

| Changed | Questions                 | Current Version                                                                                        | Proposed Version                                                                                       |
|---------|---------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| !       | Account Code              | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code              | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                   | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes   | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D080., ICS D080W, ICS D080Y or ICS D080Z.) | (Not open to students with credit in ICS D080., ICS D080W, ICS D080Y or ICS D080Z.) |
|         | 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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>For changes to the units and hours tab;<br/>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.</b> | No Value        | No Value         |
|         | <b>1. Is the unit(s) change required for articulation?</b>                                                                                                                                                                                                                              | No Value        | No Value         |
|         | <b>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.</b>                                                                                                           | No Value        | No Value         |
|         | <b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>                                                                                                                                                                            | No Value        | No Value         |
|         | <b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>                                                                                                                                                         | No Value        | No Value         |
|         | <b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>                                                                                                                                                              | 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 |
|---------|-----------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.          | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives. | No Value        | No Value         |

### B-Matrix Form

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



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

### C-Matrix Form

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

| Changed | Questions                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Demonstrate the ability to include a variety of sentence structures in writing.           | No Value        | No Value         |
|         | <b>Objective 5: Edit</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>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         |
|         | <b>Objective 2:</b><br>Investigate the use of mathematics in real world.                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore functions.                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models.                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real world problems.                                                                                                       | No Value        | No Value         |
|         | <b>Objective 6:</b> Use linear inequalities in one variable to solve real world problems.                                                                                                   | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Examine exponential expressions and develop exponential function models.                                                                                             | No Value        | No Value         |

| Changed | Questions                                                                                       | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Examine logarithmic expressions and develop logarithmic function models. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Develop quadratic function models to solve problems.                     | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Investigate the characteristics of rational expressions.                | No Value        | No Value         |
|         | <b>Objective 11:</b><br>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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem-solving methods.                                                      | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                     | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5: Use</b><br>systems of two linear equations to solve real-world problems.                                                                      | No Value        | No Value         |
|         | <b>Objective 6:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b> Use inequalities to solve real world problems.                                                                            | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                          | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.           | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals. | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                     | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                    | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                 | No Value        | No Value         |
|         | <b>Objective 6:</b> Use estimation to determine approximate solutions and to check the reasonableness of answers.  | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                             | No Value        | No Value         |



| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                                                      | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                                               | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                                                     | No Value        | No Value         |
|         | <b>Objective 12:</b><br>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.                               | No Value        | No Value         |

### G-Matrix Form

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

### H-Matrix Form

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

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

| Changed | Questions                                                                                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                         | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                              | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 4:</b><br>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         |
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |  |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|                                                                                   | <b>Stage 2:<br/>Department<br/>Chair</b>                  | No Value        | No Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
|  | <b>Stage 3: DEI</b>                                       | No Value        | <div> <div> <div>Initiator -<br/>Indicate<br/>"Y" When<br/>Completed<br/>or<br/>Initiator's<br/>Response</div> <div> <div>Edit</div> <div> <p>I'm not 100% sure I understand this "model language based OUTliues reflects on...". Otherwise, great statement! The DEI statement notes that there is an OER text, but no examples of primary texts are provided. Is there an OER text to be added? I believe for courses that do not use textbooks, they usually write something like "No textbook" or "Textbook(s) selected based on individual student project" or something similar.</p> </div> </div> <div> <div>Type of Edit</div> <div> <p>Suggested</p> </div> </div> <div> <div>Part - Field</div> <div> <p>Basic Course DEI Information Review</p> </div> </div> <div> <div>Date</div> <div> <p>03/02/2026</p> </div> </div> <div> <div>Tab</div> <div> <p>Examples of Primary Texts and References</p> </div> </div> </div> </div> |  |  |  |  |
|                                                                                   | <b>Stage 4:<br/>Articulation<br/>Officer</b>              | No Value        | No Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
|                                                                                   | <b>Stage 5: De<br/>Anza General<br/>Education</b>         | No Value        | No Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
|                                                                                   | <b>Stage 6:<br/>Content<br/>Review Matrix<br/>Liaison</b> | No Value        | No Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

|  |                                         |          |          |
|--|-----------------------------------------|----------|----------|
|  | <b>Stage 7: Dean of Online Learning</b> | No Value | No Value |
|--|-----------------------------------------|----------|----------|

|  |                                 |          |          |
|--|---------------------------------|----------|----------|
|  | <b>Stage 8: SLO Coordinator</b> | No Value | No Value |
|--|---------------------------------|----------|----------|

|  |                                       |          |          |
|--|---------------------------------------|----------|----------|
|  | <b>Stage 10: Curriculum Committee</b> | 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 |
|---------|-------|-----------------|
|---------|-------|-----------------|

|  |                      |          |
|--|----------------------|----------|
|  | <b>Curriculum ID</b> | ICSD080X |
|--|----------------------|----------|

|  |                                    |    |
|--|------------------------------------|----|
|  | <b>Distance Education Approved</b> | No |
|--|------------------------------------|----|

|  |                                        |  |
|--|----------------------------------------|--|
|  | <b>Board of Trustees Approval Date</b> |  |
|--|----------------------------------------|--|

|  |                                           |  |
|--|-------------------------------------------|--|
|  | <b>Curriculum Committee Approval Date</b> |  |
|--|-------------------------------------------|--|

|  |                            |                         |
|--|----------------------------|-------------------------|
|  | <b>Time to Next Review</b> | Sep 1, 2025 12:00:00 AM |
|--|----------------------------|-------------------------|

|  |                                      |                         |
|--|--------------------------------------|-------------------------|
|  | <b>External Review Approval Date</b> | Sep 1, 2020 12:00:00 AM |
|--|--------------------------------------|-------------------------|

|  |                              |              |
|--|------------------------------|--------------|
|  | <b>Course Control Number</b> | CCC000529843 |
|--|------------------------------|--------------|

### Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

|  |                                       |  |
|--|---------------------------------------|--|
|  | <b>Course Crosswalk CRS-DEPT-NAME</b> |  |
|--|---------------------------------------|--|

| Changed | Field                              | Current Version |
|---------|------------------------------------|-----------------|
|         | Course<br>Crosswalk CRS-<br>NUMBER |                 |



De Anza College

# Change Report

03/27/2026

## Summary of Changes

| Section              | Changed field                                            |
|----------------------|----------------------------------------------------------|
| General Information  | Faculty Initiator                                        |
| General Information  | Effective Term                                           |
| General Information  | Course Type (CB27)                                       |
| General Information  | Mode of Delivery                                         |
| Faculty Requirements | Discipline 1                                             |
| Faculty Requirements | 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                                                                                                                                                       |
| Comments                                                | Stage 3: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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                                                                                                                                                                                                                         |
|---------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Faculty Initiator</b>           | <ul style="list-style-type: none"> <li>eLumenData, eLumenData</li> </ul>                                                | <ul style="list-style-type: none"> <li>Cynthia Kaufman</li> <li>Esquivel Moreno, Angelica</li> </ul>                                                                                                                                     |
|         | <b>Course ID (CB01A and CB01B)</b> | ICSD080Y                                                                                                                | ICSD080Y                                                                                                                                                                                                                                 |
|         | <b>Course Control Number</b>       | CCC000534920                                                                                                            | CCC000534920                                                                                                                                                                                                                             |
|         | <b>Course Title (CB02)</b>         | Community Based Learning in Intercultural Studies - Intrapersonal                                                       | Community Based Learning in Intercultural Studies - Intrapersonal                                                                                                                                                                        |
|         | <b>Short Course Title</b>          | COMM BASED LRNG ICS - INTRAPRS                                                                                          | COMM BASED LRNG ICS - INTRAPRS                                                                                                                                                                                                           |
|         | <b>TOP Code (CB03)</b>             | 4930.72                                                                                                                 | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|         | <b>CIP Code</b>                    | Job-Seeking/Changing Skills.                                                                                            | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|         | <b>Department</b>                  | ICS - Intercultural Studies                                                                                             | ICS - Intercultural Studies                                                                                                                                                                                                              |
| !       | <b>Effective Term</b>              | Fall 2021                                                                                                               | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|         | <b>SAM Priority Code (CB09)</b>    | E - Non-Occupational                                                                                                    | E - Non-Occupational                                                                                                                                                                                                                     |
| !       | <b>Course Description</b>          | This course involves community engagement and reflection on how that engagement impacts one's own personal development. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| !       | <b>Course Type (CB27)</b>          | No value                                                                                                                | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                         |
| !       | <b>Mode of Delivery</b>            | No value                                                                                                                | <ul style="list-style-type: none"> <li>Online</li> </ul>                                                                                                                                                                                 |

### Faculty Requirements

| Changed | Field               | Current Version | Proposed Version                                                 |
|---------|---------------------|-----------------|------------------------------------------------------------------|
| !       | <b>Discipline 1</b> | No value        | <ul style="list-style-type: none"> <li>Ethnic Studies</li> </ul> |
|         | <b>Discipline 2</b> | No value        | No value                                                         |
|         | <b>Discipline 3</b> | No value        | No value                                                         |

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

### Course Justification

| Changed | Field                | Current Version                                                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                                         |
|---------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Course Justification | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on beginning-level practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on beginning-level practical civic engagement work, specifically related to intercultural issues and dynamics. |

### 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

No

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Please summarize the ways in which your course includes DEI.

No value

Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning. The course builds significant choice into students' participation allowing students to connect source content to their own lives and engage in ways that meet their individual needs. Outline provides opportunities to reflect on systemic inequity. While course materials do not directly reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.



Please check all areas in the COR that address DEI.

No value

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

## More Options

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

### UC Transferable and/or Lower-Division Major Requirement

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

## Associated Programs

| Changed | Field                       | Current Version           |                                               | Proposed Version          |                                               |
|---------|-----------------------------|---------------------------|-----------------------------------------------|---------------------------|-----------------------------------------------|
|         | Course is part of a program | <b>Associated Program</b> | Leadership and Social Change                  | <b>Associated Program</b> | Leadership and Social Change                  |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |

## Transferability &amp; Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                               | Current Version |  | Proposed Version |  |
|---------|-------------------------------------|-----------------|--|------------------|--|
|         | <b>Lecture Hours - In Class</b>     | 0               |  | 0                |  |
|         | <b>Lecture Hours - Out of Class</b> | 0               |  | 0                |  |
|         | <b>Laboratory Hours - In Class</b>  | 9               |  | 9                |  |



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

#### Course Student Hours - Profile Name: Default Profile

| Changed | Field                                                 | Current Version | Proposed Version |
|---------|-------------------------------------------------------|-----------------|------------------|
|         | Course Duration (Weeks)                               | 12              | 12               |
|         | Hours per unit divisor                                | 36              | 36               |
|         | Total Student Learning Hours                          | 108             | 108              |
|         | Lecture Hours - Course In-Class (Contact) per Term    | 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 |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course In-Class (Contact) Hours</b>   | 108             | 108              |
|         | <b>Total - Course Out-of-Class Hours</b>         | 0               | 0                |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 3               | 3                |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 3               | 3                |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                                      | Current Version            | Proposed Version           |
|---------|------------------------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>                        | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>                         | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b>                   | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>                      | Not Applicable.            | Not Applicable.            |
|         | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/>   | <input type="checkbox"/>   |
|         | <b>Variable Credit Course</b>                              | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Methods of Instruction</b> | <div> <b>Methods of Instruction</b> </div> <div> <b>Methods of Instruction</b> Practical work in a community placement. Doing various forms of practical activity, and reflecting on that activity. </div>                                                                                                                                                                                                                                                                                                                                                                                  | <div> <b>Methods of Instruction</b> Methods of Instruction </div> <div> <b>Methods of Instruction</b> Practical work in a community placement of the students choosing. Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity. </div>                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <b>Assignments</b>            | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

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

| Changed                                                                                                                                                                                                                                                                                                                            | Field                                                                                                    | Current Version                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                             |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|--------------|----------|------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------|--------|---------------------------------------|-----------|-----------|--------------|------|------|----------|
| <div><div>!</div></div>                                                                                                                                                                                                                                                                                                            | Examples of Primary Texts and References                                                                 | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</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    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | Succeeding at your Internship: A Handbook<br>Written for and with Students                                                                                   |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Christopher J. Mruk and John. C. Moor                                                                                                                        |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | LibreText                                                                                                                                                    |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | 2025                                                                                                                                                         |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | 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>Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press.</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    | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</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                                                                                                                                                       | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. | Publisher | No value                                                                                                                                                     | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                              | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                             | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                          | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                       | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| ISBN                                                                                                                                                                                                                                                                                                                               | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |



| Changed                                                                           | Field                         | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Proposed Version |
|-----------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                   |                               | <div><div>Title</div><div>No value</div></div> <div><div>Author</div><div>Nader, Ralph. "Breaking Through Power: It's Easier Than We Think." San Francisco, CA: City Lights Books. 2016.</div></div> <div><div>Publisher</div><div>No value</div></div> <div><div>Date/Edition</div><div>No value</div></div> <div><div>ISBN</div><div>No value</div></div>                                                                                                                                                                                                                 |                  |
|  | <b>Suggested Reading List</b> | <div><div>Reading List</div><div>Cipolle, Susan. (2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc.</div></div> <div><div>May include, but are not limited to</div><div>No value</div></div> <div><div>Reading List</div><div>Minieri, Joan; Getsos, Paul. (2007) "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.</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                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will engage the student's intrapersonal development.</li> <li>Describe the impacts of the engagement work on one's own personal development.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will engage the student's intrapersonal development.</li> <li>Describe the impacts of the engagement work on one's own personal development.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</li> </ul> |

**CSLOs**

**CSLOs** Reflect on how ones own personal development impacts community work.

**Expected SLO Performance** 0.0

**CSLOs** Reflect on how ones own personal development impacts community work.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the impacts of doing community work on one's own personal development.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the impacts of doing community work on one's own personal development.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make a difference in our communities.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make a difference in our communities.

**Expected SLO Performance** 0.0

**Course Outline**

| Changed                                                                           | Field                               | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Course Content</b>               | <p>1. Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will engage the student's intrapersonal development.</p> <p>1. Make connection with an organization and agree to do some piece of meaningful work, such as volunteering at a food bank, helping organize an event, or helping the staff at a non-profit.</p> <p>2. Carry out the duties agreed to in a written contract</p> <p>2. Describe the impacts of the engagement work on one's own personal development.</p> <p>1. Understand the problems the practical work is trying to solve and what issues that raises for the student's sense of self.</p> <p>2. Observe the personal issues that arise when working to make a difference in the world.</p> <p>3. Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</p> <p>1. Reflect on the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</p> <p>2. Apply the frameworks learned for understanding intrapersonal growth to an understanding of the practical activities student is engaged with.</p> | <p>1. Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will engage the student's intrapersonal development.</p> <p>1. Make connection with an organization and agree to do some piece of meaningful work, such as volunteering at a food bank, helping organize an event, or helping the staff at a non-profit.</p> <p>2. Carry out the duties agreed to in a written contract</p> <p>2. Describe the impacts of the engagement work on one's own personal development.</p> <p>1. Understand the problems the practical work is trying to solve and what issues that raises for the student's sense of self.</p> <p>2. Observe the personal issues that arise when working to make a difference in the world.</p> <p>3. Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</p> <p>1. Reflect on the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</p> <p>2. Apply the frameworks learned for understanding intrapersonal growth to an understanding of the practical activities student is engaged with.</p> <p>3. Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</p> |
|                                                                                   | <b>Lab Component in this Course</b> | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                   | <b>Lab Outline</b>                  | 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)             | 2020            | No Value         |
| !       | Effective Quarter                       | Fall            | No Value         |
| !       | Effective Year (2021)                   | 2020            | No Value         |
|         | Sort ID (00 < 10; 0 < 100)              | ICS 080Y        | ICS 080Y         |
|         | 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                  | NA              | NA               |
|         | Cross-Listed/Related Course Information | Related Child   | Related Child    |
|         | Cross-Listed/Related Course ID's        | ICS 80          | ICS 80           |
| !       | CTE Status                              | No              | No Value         |
|         | DL Approval Date (MM/DD/YYYY)           | No Value        | No Value         |
|         | Hybrid Approval Date (MM/DD/YYYY)       | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                              | Current Version                                                                                      | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
| !       | <b>Emergency Approval</b>                                                                                                                                                              | No                                                                                                   | No Value         |
| !       | <b>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)</b> | N                                                                                                    | No Value         |
| !       | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>   | N                                                                                                    | No Value         |
| !       | <b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                            | N                                                                                                    | No Value         |
| !       | <b>In Service Indicator</b>                                                                                                                                                            | N                                                                                                    | No Value         |
| !       | <b>Sports/Physical Education Course Indicator</b>                                                                                                                                      | N                                                                                                    | No Value         |
| !       | <b>COA Code</b>                                                                                                                                                                        | C                                                                                                    | No Value         |
| !       | <b>Fund Code</b>                                                                                                                                                                       | 114000                                                                                               | No Value         |

| Changed | Questions                 | Current Version                                                                                        | Proposed Version                                                                                       |
|---------|---------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| !       | Organization Code         | 234003                                                                                                 | No Value                                                                                               |
| !       | Account Code              | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code              | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                   | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes   | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D080., ICS D080W, ICS D080X or ICS D080Z.) | (Not open to students with credit in ICS D080., ICS D080W, ICS D080X or ICS D080Z.) |
|         | 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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>For changes to the units and hours tab;<br/>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.</b> | No Value        | No Value         |
|         | <b>1. Is the unit(s) change required for articulation?</b>                                                                                                                                                                                                                              | No Value        | No Value         |
|         | <b>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.</b>                                                                                                           | No Value        | No Value         |
|         | <b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>                                                                                                                                                                            | No Value        | No Value         |
|         | <b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>                                                                                                                                                         | No Value        | No Value         |
|         | <b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>                                                                                                                                                              | 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 |
|---------|-----------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.          | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives. | No Value        | No Value         |

### B-Matrix Form

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

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

### C-Matrix Form

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

| Changed | Questions                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Demonstrate the ability to include a variety of sentence structures in writing.           | No Value        | No Value         |
|         | <b>Objective 5: Edit</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>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         |
|         | <b>Objective 2:</b><br>Investigate the use of mathematics in real world.                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore functions.                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models.                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real world problems.                                                                                                       | No Value        | No Value         |
|         | <b>Objective 6:</b> Use linear inequalities in one variable to solve real world problems.                                                                                                   | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Examine exponential expressions and develop exponential function models.                                                                                             | No Value        | No Value         |

| Changed | Questions                                                                                       | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Examine logarithmic expressions and develop logarithmic function models. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Develop quadratic function models to solve problems.                     | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Investigate the characteristics of rational expressions.                | No Value        | No Value         |
|         | <b>Objective 11:</b><br>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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem-solving methods.                                                      | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                     | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5: Use</b><br>systems of two linear equations to solve real-world problems.                                                                      | No Value        | No Value         |
|         | <b>Objective 6:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b> Use inequalities to solve real world problems.                                                                            | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |



| Changed | Questions                                                                                                          | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.           | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals. | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                     | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                    | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                 | No Value        | No Value         |
|         | <b>Objective 6:</b> Use estimation to determine approximate solutions and to check the reasonableness of answers.  | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                             | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                                                      | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                                               | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                                                     | No Value        | No Value         |
|         | <b>Objective 12:</b><br>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.                               | No Value        | No Value         |

### G-Matrix Form

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

### H-Matrix Form

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

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

| Changed | Questions                                                                                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                         | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                              | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 4:</b><br>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         |
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                            | No Value        | No Value         |

### Comments

| Changed | Questions                          | Current Version | Proposed Version |                |                                          |              |      |                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                 |
|---------|------------------------------------|-----------------|------------------|----------------|------------------------------------------|--------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------|
|         | Stage 2: Department Chair          | No Value        | No Value         |                |                                          |              |      |                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                 |
| !       | Stage 3: DEI                       | No Value        |                  |                |                                          |              |      |                                                                                                                                                                                                                                                                                                                                                                 |  | Initiator - Indicate "Y" When Completed or Initiator's Response |
|         |                                    |                 | Date             | Tab            | Part - Field                             | Type of Edit | Edit |                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                 |
|         |                                    |                 |                  |                |                                          |              |      | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please let me know in the initiator response box and consider adding to DEI statement.                                                                                                                   |  |                                                                 |
|         |                                    |                 | 03/02/2026       | Specifications | Examples of Primary Texts and References | Suggested    |      | <b><i>The following was added by the Faculty Initiator to the DEI statement, "While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI."</i></b> |  |                                                                 |
|         | Stage 4: Articulation Officer      | No Value        | No Value         |                |                                          |              |      |                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                 |
|         | Stage 5: De Anza General Education | No Value        | No Value         |                |                                          |              |      |                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                 |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

**Stage 6:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 7: Dean  
of Online  
Learning**

No Value

No Value

**Stage 8: SLO  
Coordinator**

No Value

No Value

**Stage 10:  
Curriculum  
Committee**

No Value

No Value

### Course Administration Codes

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

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

**Curriculum ID**

ICSD080Y

**Distance  
Education  
Approved**

No

**Board of  
Trustees  
Approval Date**

**Curriculum  
Committee  
Approval Date**

**Time to Next  
Review**

Sep 1, 2025 12:00:00 AM

**External Review  
Approval Date**

Sep 1, 2020 12:00:00 AM

**Course Control  
Number**

CCC000534920

### Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|



| Changed | Field                                 | Current Version |
|---------|---------------------------------------|-----------------|
|         | Course<br>Crosswalk CRS-<br>DEPT-NAME |                 |
|         | Course<br>Crosswalk CRS-<br>NUMBER    |                 |

De Anza College

# Change Report

03/27/2026

## Summary of Changes

| Section              | Changed field                                            |
|----------------------|----------------------------------------------------------|
| General Information  | Faculty Initiator                                        |
| General Information  | Effective Term                                           |
| General Information  | Course Type (CB27)                                       |
| General Information  | Mode of Delivery                                         |
| Faculty Requirements | Discipline 1                                             |
| Faculty Requirements | 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                                                                                                                                                       |
| Comments                                                | Stage 3: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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                                                                                                                                                                                                                         |
|---------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Faculty Initiator</b>           | • eLumenData, eLumenData                                                                                                | • Cynthia Kaufman<br>• Esquivel Moreno, Angelica                                                                                                                                                                                         |
|         | <b>Course ID (CB01A and CB01B)</b> | ICSD080Z                                                                                                                | ICSD080Z                                                                                                                                                                                                                                 |
|         | <b>Course Control Number</b>       | CCC000525494                                                                                                            | CCC000525494                                                                                                                                                                                                                             |
|         | <b>Course Title (CB02)</b>         | Community Based Learning in Intercultural Studies - Intrapersonal                                                       | Community Based Learning in Intercultural Studies - Intrapersonal                                                                                                                                                                        |
|         | <b>Short Course Title</b>          | COMM BASED LRNG ICS - INTRAPRS                                                                                          | COMM BASED LRNG ICS - INTRAPRS                                                                                                                                                                                                           |
|         | <b>TOP Code (CB03)</b>             | 4930.72                                                                                                                 | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|         | <b>CIP Code</b>                    | Job-Seeking/Changing Skills.                                                                                            | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|         | <b>Department</b>                  | ICS - Intercultural Studies                                                                                             | ICS - Intercultural Studies                                                                                                                                                                                                              |
| !       | <b>Effective Term</b>              | Fall 2021                                                                                                               | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|         | <b>SAM Priority Code (CB09)</b>    | E - Non-Occupational                                                                                                    | E - Non-Occupational                                                                                                                                                                                                                     |
| !       | <b>Course Description</b>          | This course involves community engagement and reflection on how that engagement impacts one's own personal development. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| !       | <b>Course Type (CB27)</b>          | No value                                                                                                                | • Lower Division                                                                                                                                                                                                                         |
| !       | <b>Mode of Delivery</b>            | No value                                                                                                                | • Online                                                                                                                                                                                                                                 |

### Faculty Requirements

| Changed | Field               | Current Version | Proposed Version |
|---------|---------------------|-----------------|------------------|
| !       | <b>Discipline 1</b> | No value        | • Ethnic Studies |
|         | <b>Discipline 2</b> | No value        | No value         |
|         | <b>Discipline 3</b> | No value        | No value         |

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

### Course Justification

| Changed | Field                | Current Version                                                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                                         |
|---------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Course Justification | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on beginning-level practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on beginning-level practical civic engagement work, specifically related to intercultural issues and dynamics. |

### 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

No

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Please summarize the ways in which your course includes DEI.

No value

Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning. The course builds significant choice into students' participation allowing students to connect source content to their own lives and engage in ways that meet their individual needs. Outline provides opportunities to reflect on systemic inequity. While course materials do not directly reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.



Please check all areas in the COR that address DEI.

No value

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

## More Options

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

### UC Transferable and/or Lower-Division Major Requirement

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



## Associated Programs

| Changed | Field                       | Current Version                                                         | Proposed Version                                                        |
|---------|-----------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
|         | Course is part of a program | <b>Associated Program</b> Leadership and Social Change                  | <b>Associated Program</b> Leadership and Social Change                  |
|         |                             | <b>Award Type</b> Certificate of Achievement (COA)                      | <b>Award Type</b> Certificate of Achievement (COA)                      |
|         |                             | <b>Associated Program</b> Leadership and Social Change (In Development) | <b>Associated Program</b> Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b> Certificate of Achievement (COA)                      | <b>Award Type</b> Certificate of Achievement (COA)                      |

## Transferability &amp; Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                               | Current Version | Proposed Version |
|---------|-------------------------------------|-----------------|------------------|
|         | <b>Lecture Hours - In Class</b>     | 0               | 0                |
|         | <b>Lecture Hours - Out of Class</b> | 0               | 0                |
|         | <b>Laboratory Hours - In Class</b>  | 12              | 12               |

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

### Course Student Hours - Profile Name: Default Profile

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

| Changed | Field                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course In-Class (Contact) Hours</b>   | 144             | 144              |
|         | <b>Total - Course Out-of-Class Hours</b>         | 0               | 0                |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 4               | 4                |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 4               | 4                |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                                      | Current Version            | Proposed Version           |
|---------|------------------------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>                        | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>                         | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b>                   | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>                      | Not Applicable.            | Not Applicable.            |
|         | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/>   | <input type="checkbox"/>   |
|         | <b>Variable Credit Course</b>                              | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Methods of Instruction</b> | <div> <b>Methods of Instruction</b> </div> <div> <b>Methods of Instruction</b> Practical work in a community placement. Doing various forms of practical activity, and reflecting on that activity. </div>                                                                                                                                                                                                                                                                                                                                                                                  | <div> <b>Methods of Instruction</b> Methods of Instruction </div> <div> <b>Methods of Instruction</b> Practical work in a community placement of the students choosing. Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity. </div>                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <b>Assignments</b>            | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

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



| Changed                                                                                                                                                                                                                                                                                                                            | Field                                                                                                    | Current Version                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                             |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|--------------|----------|------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------|--------|---------------------------------------|-----------|-----------|--------------|------|------|----------|
| <div><div>!</div></div>                                                                                                                                                                                                                                                                                                            | Examples of Primary Texts and References                                                                 | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</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    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | Succeeding at your Internship: A Handbook<br>Written for and with Students                                                                                   |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Christopher J. Mruk and John. C. Moor                                                                                                                        |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | LibreText                                                                                                                                                    |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | 2025                                                                                                                                                         |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | 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>Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press.</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    | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</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                                                                                                                                                       | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. | Publisher | No value                                                                                                                                                     | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                              | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                             | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                          | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                       | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| ISBN                                                                                                                                                                                                                                                                                                                               | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |

| Changed                                                                           | Field                         | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Proposed Version |
|-----------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                   |                               | <div><div>Title</div><div>No value</div></div> <div><div>Author</div><div>Nader, Ralph. "Breaking Through Power: It's Easier Than We Think." San Francisco, CA: City Lights Books. 2016.</div></div> <div><div>Publisher</div><div>No value</div></div> <div><div>Date/Edition</div><div>No value</div></div> <div><div>ISBN</div><div>No value</div></div>                                                                                                                                                                                                                 |                  |
|  | <b>Suggested Reading List</b> | <div><div>Reading List</div><div>Cipolle, Susan. (2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc.</div></div> <div><div>May include, but are not limited to</div><div>No value</div></div> <div><div>Reading List</div><div>Minieri, Joan; Getsos, Paul. (2007) "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.</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                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturality-related issue or topic in ways that will engage the student's intrapersonal development.</li> <li>Describe the impacts of the engagement work on one's own personal development.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturality-related issue or topic in ways that will engage the student's intrapersonal development.</li> <li>Describe the impacts of the engagement work on one's own personal development.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</li> </ul> |

**CSLOs**

**CSLOs** Reflect on how ones own personal development impacts community work.

**Expected SLO Performance** 0.0

**CSLOs** Reflect on how ones own personal development impacts community work.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the impacts of doing community work on one's own personal development.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the impacts of doing community work on one's own personal development.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make a difference in our communities.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make a difference in our communities.

**Expected SLO Performance** 0.0

**Course Outline**

| Changed                                                                           | Field                               | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Course Content</b>               | <p>1. Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will engage the student's intrapersonal development.</p> <p>1. Make connection with an organization and agree to do some piece of meaningful work, such as volunteering at a food bank, helping organize an event, or helping the staff at a non-profit.</p> <p>2. Carry out the duties agreed to in a written contract</p> <p>2. Describe the impacts of the engagement work on one's own personal development.</p> <p>1. Understand the problems the practical work is trying to solve and what issues that raises for the student's sense of self.</p> <p>2. Observe the personal issues that arise when working to make a difference in the world.</p> <p>3. Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</p> <p>1. Reflect on the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</p> <p>2. Apply the frameworks learned for understanding intrapersonal growth to an understanding of the practical activities student is engaged with.</p> | <p>1. Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will engage the student's intrapersonal development.</p> <p>1. Make connection with an organization and agree to do some piece of meaningful work, such as volunteering at a food bank, helping organize an event, or helping the staff at a non-profit.</p> <p>2. Carry out the duties agreed to in a written contract</p> <p>2. Describe the impacts of the engagement work on one's own personal development.</p> <p>1. Understand the problems the practical work is trying to solve and what issues that raises for the student's sense of self.</p> <p>2. Observe the personal issues that arise when working to make a difference in the world.</p> <p>3. Examine the implications of the experience for an understanding of the nature of knowledge in Intercultural Studies.</p> <p>1. Reflect on the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</p> <p>2. Apply the frameworks learned for understanding intrapersonal growth to an understanding of the practical activities student is engaged with.</p> <p>3. Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</p> |
|                                                                                   | <b>Lab Component in this Course</b> | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                   | <b>Lab Outline</b>                  | 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)             | 2020            | No Value         |
| !       | Effective Quarter                       | Fall            | No Value         |
| !       | Effective Year (2021)                   | 2020            | No Value         |
|         | Sort ID (00 < 10; 0 < 100)              | ICS 080Z        | ICS 080Z         |
|         | 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                  | NA              | NA               |
|         | Cross-Listed/Related Course Information | Related Child   | Related Child    |
|         | Cross-Listed/Related Course ID's        | ICS 80          | ICS 80           |
| !       | CTE Status                              | No              | No Value         |
|         | DL Approval Date (MM/DD/YYYY)           | No Value        | No Value         |
|         | Hybrid Approval Date (MM/DD/YYYY)       | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                       | Current Version                                                                                      | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
| !       | Emergency Approval                                                                                                                                                              | No                                                                                                   | No Value         |
| !       | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) | N                                                                                                    | No Value         |
| !       | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)   | N                                                                                                    | No Value         |
| !       | Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | Noncredit Enhanced Funding Indicator                                                                                                                                            | N                                                                                                    | No Value         |
| !       | In Service Indicator                                                                                                                                                            | N                                                                                                    | No Value         |
| !       | Sports/Physical Education Course Indicator                                                                                                                                      | N                                                                                                    | No Value         |
| !       | COA Code                                                                                                                                                                        | C                                                                                                    | No Value         |
| !       | Fund Code                                                                                                                                                                       | 114000                                                                                               | No Value         |

| Changed | Questions                 | Current Version                                                                                        | Proposed Version                                                                                       |
|---------|---------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| !       | Organization Code         | 234003                                                                                                 | No Value                                                                                               |
| !       | Account Code              | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code              | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                   | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes   | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D080., ICS D080W, ICS D080X or ICS D080Y.) | (Not open to students with credit in ICS D080., ICS D080W, ICS D080X or ICS D080Y.) |
|         | 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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>For changes to the units and hours tab;<br/>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.</b> | No Value        | No Value         |
|         | <b>1. Is the unit(s) change required for articulation?</b>                                                                                                                                                                                                                              | No Value        | No Value         |
|         | <b>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.</b>                                                                                                           | No Value        | No Value         |
|         | <b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>                                                                                                                                                                            | No Value        | No Value         |
|         | <b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>                                                                                                                                                         | No Value        | No Value         |
|         | <b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>                                                                                                                                                              | 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 |
|---------|-----------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.          | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives. | No Value        | No Value         |

### B-Matrix Form

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

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

### C-Matrix Form

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

| Changed | Questions                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Demonstrate the ability to include a variety of sentence structures in writing.           | No Value        | No Value         |
|         | <b>Objective 5: Edit</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>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         |
|         | <b>Objective 2:</b><br>Investigate the use of mathematics in real world.                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore functions.                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models.                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real world problems.                                                                                                       | No Value        | No Value         |
|         | <b>Objective 6:</b> Use linear inequalities in one variable to solve real world problems.                                                                                                   | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Examine exponential expressions and develop exponential function models.                                                                                             | No Value        | No Value         |

| Changed | Questions                                                                                       | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Examine logarithmic expressions and develop logarithmic function models. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Develop quadratic function models to solve problems.                     | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Investigate the characteristics of rational expressions.                | No Value        | No Value         |
|         | <b>Objective 11:</b><br>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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem-solving methods.                                                      | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                     | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5: Use</b><br>systems of two linear equations to solve real-world problems.                                                                      | No Value        | No Value         |
|         | <b>Objective 6:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b> Use inequalities to solve real world problems.                                                                            | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                          | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.           | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals. | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                     | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                    | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                 | No Value        | No Value         |
|         | <b>Objective 6:</b> Use estimation to determine approximate solutions and to check the reasonableness of answers.  | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                             | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                                                      | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                                               | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                                                     | No Value        | No Value         |
|         | <b>Objective 12:</b><br>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.                               | No Value        | No Value         |

### G-Matrix Form

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

### H-Matrix Form

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

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

| Changed | Questions                                                                                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                         | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                              | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 4:</b><br>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         |
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>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:<br>Department<br>Chair          | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                   |
| !       | Stage 3: DEI                             | No Value        |                  |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                                 | Initiator -<br>Indicate<br>"Y" When<br>Completed<br>or<br>Initiator's<br>Response |
|         |                                          |                 | Date             | Tab            | Part -<br>Field                          | Type of<br>Edit | Edit                                                                                                                                                                                                                                                                                                                                                            |                                                                                   |
|         |                                          |                 |                  |                |                                          |                 | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please let me know in the initiator response box and consider adding to DEI statement.                                                                                                                   |                                                                                   |
|         |                                          |                 | 03/02/2026       | Specifications | Examples of Primary Texts and References | Suggested       | <b><i>The following was added by the Faculty Initiator to the DEI statement, "While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI."</i></b> |                                                                                   |
|         | Stage 4:<br>Articulation<br>Officer      | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                   |
|         | Stage 5: De<br>Anza General<br>Education | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                   |



| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

**Stage 6:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 7: Dean  
of Online  
Learning**

No Value

No Value

**Stage 8: SLO  
Coordinator**

No Value

No Value

**Stage 10:  
Curriculum  
Committee**

No Value

No Value

### Course Administration Codes

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

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

**Curriculum ID**

ICSD080Z

**Distance  
Education  
Approved**

No

**Board of  
Trustees  
Approval Date**

**Curriculum  
Committee  
Approval Date**

**Time to Next  
Review**

Sep 1, 2025 12:00:00 AM

**External Review  
Approval Date**

Sep 1, 2020 12:00:00 AM

**Course Control  
Number**

CCC000525494

### Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

| Changed | Field                                 | Current Version |
|---------|---------------------------------------|-----------------|
|         | Course<br>Crosswalk CRS-<br>DEPT-NAME |                 |
|         | Course<br>Crosswalk CRS-<br>NUMBER    |                 |

De Anza College

# Change Report

03/27/2026

## Summary of Changes

| Section              | Changed field                                            |
|----------------------|----------------------------------------------------------|
| General Information  | Faculty Initiator                                        |
| General Information  | Effective Term                                           |
| General Information  | Course Type (CB27)                                       |
| General Information  | Mode of Delivery                                         |
| Faculty Requirements | Discipline 1                                             |
| Faculty Requirements | Discipline 2                                             |
| Faculty Requirements | FSA                                                      |
| Specifications       | Methods of Instruction                                   |
| Specifications       | Methods of Evaluation                                    |
| Specifications       | Essential Student Materials/Essential College Facilities |
| Specifications       | Examples of Primary Texts and References                 |
| Specifications       | Suggested Reading List                                   |
| Curriculum Office    | Banner Start Term (202122)                               |
| Curriculum Office    | Banner Division                                          |
| Curriculum Office    | Catalog Term (21-22)                                     |
| Curriculum Office    | 5 Year Revision Year (2021)                              |
| Curriculum Office    | Effective Quarter                                        |
| Curriculum Office    | Effective Year (2021)                                    |
| Curriculum Office    | Course Status Code                                       |
| Curriculum Office    | Banner Department                                        |
| 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: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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                                                                                                                                                                                                                         |
|---------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Faculty Initiator</b>           | • eLumenData, eLumenData                                                                                                                                              | • Cynthia Kaufman<br>• Esquivel Moreno, Angelica                                                                                                                                                                                         |
|         | <b>Course ID (CB01A and CB01B)</b> | ICSD081.                                                                                                                                                              | ICSD081.                                                                                                                                                                                                                                 |
|         | <b>Course Control Number</b>       | CCC000545328                                                                                                                                                          | CCC000545328                                                                                                                                                                                                                             |
|         | <b>Course Title (CB02)</b>         | Community Based Learning in Intercultural Studies - Interpersonal                                                                                                     | Community Based Learning in Intercultural Studies - Interpersonal                                                                                                                                                                        |
|         | <b>Short Course Title</b>          | COMM BASED LRNG ICS - INTERPRS                                                                                                                                        | COMM BASED LRNG ICS - INTERPRS                                                                                                                                                                                                           |
|         | <b>TOP Code (CB03)</b>             | 4930.72                                                                                                                                                               | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|         | <b>CIP Code</b>                    | Job-Seeking/Changing Skills.                                                                                                                                          | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|         | <b>Department</b>                  | ICS - Intercultural Studies                                                                                                                                           | ICS - Intercultural Studies                                                                                                                                                                                                              |
| !       | <b>Effective Term</b>              | Fall 2021                                                                                                                                                             | Fall 2024 <u>2027</u>                                                                                                                                                                                                                    |
|         | <b>SAM Priority Code (CB09)</b>    | E - Non-Occupational                                                                                                                                                  | E - Non-Occupational                                                                                                                                                                                                                     |
| !       | <b>Course Description</b>          | This course provides students with practical work in a community, business, or civic institution and reflection on the interpersonal aspects of that engagement work. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| !       | <b>Course Type (CB27)</b>          | No value                                                                                                                                                              | • Lower Division                                                                                                                                                                                                                         |
| !       | <b>Mode of Delivery</b>            | No value                                                                                                                                                              | • Online                                                                                                                                                                                                                                 |

### Faculty Requirements

| Changed | Field               | Current Version | Proposed Version |
|---------|---------------------|-----------------|------------------|
| !       | <b>Discipline 1</b> | No value        | • Ethnic Studies |
| !       | <b>Discipline 2</b> | No value        | • Social Science |
|         | <b>Discipline 3</b> | No value        | No value         |

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

### Course Justification

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                         |
|---------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on practical civic engagement work, specifically related to intercultural issues and dynamics. |

### Foothill Equivalency

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

### Course Philosophy

| Changed | Field                    | Current Version | Proposed Version |
|---------|--------------------------|-----------------|------------------|
|         | <b>Course Philosophy</b> | 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

No

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Please summarize the ways in which your course includes DEI.

No value

Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning. The course builds significant choice into students' participation allowing students to connect source content to their own lives and engage in ways that meet their individual needs. Outline provides opportunities to reflect on systemic inequity. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.



Please check all areas in the COR that address DEI.

No value

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

## More Options

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.



| 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"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul> | <ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul> |
|         | 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 | <b>Associated Program</b> Leadership and Social Change                  | <b>Associated Program</b> Leadership and Social Change                  |
|         |                             | <b>Award Type</b> Certificate of Achievement (COA)                      | <b>Award Type</b> Certificate of Achievement (COA)                      |
|         |                             | <b>Associated Program</b> Leadership and Social Change (In Development) | <b>Associated Program</b> Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b> Certificate of Achievement (COA)                      | <b>Award Type</b> Certificate of Achievement (COA)                      |

### Transferability & Gen. Ed. Options

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

### Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                                  | Current Version | Proposed Version |
|---------|----------------------------------------|-----------------|------------------|
|         | <b>Lecture Hours - In Class</b>        | 0               | 0                |
|         | <b>Lecture Hours - Out of Class</b>    | 0               | 0                |
|         | <b>Laboratory Hours - In Class</b>     | 1.5             | 1.5              |
|         | <b>Laboratory Hours - Out of Class</b> | 0               | 0                |

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

#### Course Student Hours - Profile Name: Default Profile

| Changed | Field                                                 | Current Version | Proposed Version |
|---------|-------------------------------------------------------|-----------------|------------------|
|         | Course Duration (Weeks)                               | 12              | 12               |
|         | Hours per unit divisor                                | 36              | 36               |
|         | Total Student Learning Hours                          | 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               |

| Changed | Field                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course Out-of-Class Hours</b>         | 0               | 0                |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 0.5             | 0.5              |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 0.5             | 0.5              |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                                      | Current Version            | Proposed Version           |
|---------|------------------------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>                        | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>                         | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b>                   | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>                      | Not Applicable.            | Not Applicable.            |
|         | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/>   | <input type="checkbox"/>   |
|         | <b>Variable Credit Course</b>                              | <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               |
|         | 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<br/>Practical work in a community placement.<br/>Doing various forms of practical activity, and reflecting on that activity.<br/>Field observation and field trips</div></div> | <div><div>Methods of Instruction</div><div>Methods of Instruction<br/>Practical work in a community placement of the students choosing.<br/>Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</div></div> |

| Changed                                                                           | Field              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Assignments</b> | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an analysis of assessment of the efficacy of the activities for learning. Each unit should have approximately twelve pages of journal writing.</li> <li>3. For the final, write a reflective essay on the activity. Include in the essay an assessment of the efficacy of the activities for learning. Each unit should correspond to approximately 8 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of final essay based on an integration of learning from the student's practical experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |



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

| Changed                                                                                                                                                                                                                                                                                                                            | Field                                                                                                    | Current Version                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                             |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|--------------|----------|------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------|--------|---------------------------------------|-----------|-----------|--------------|------|------|----------|
| <div><div>!</div></div>                                                                                                                                                                                                                                                                                                            | Examples of Primary Texts and References                                                                 | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</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    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | Succeeding at your Internship: A Handbook<br>Written for and with Students                                                                                   |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Christopher J. Mruk and John. C. Moor                                                                                                                        |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | LibreText                                                                                                                                                    |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | 2025                                                                                                                                                         |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press.</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    | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</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                                                                                                                                                       | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. | Publisher | No value                                                                                                                                                     | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                              | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                             | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                          | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                       | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| ISBN                                                                                                                                                                                                                                                                                                                               | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |

| Changed                                                                           | Field                  | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Proposed Version |
|-----------------------------------------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                   |                        | <div><div>Title</div><div>No value</div></div> <div><div>Author</div><div>Nader, Ralph. (2016). "Breaking Through Power: It's Easier Than We Think." San Francisco, CA: City Lights Books.</div></div> <div><div>Publisher</div><div>No value</div></div> <div><div>Date/Edition</div><div>No value</div></div> <div><div>ISBN</div><div>No value</div></div>                                                                                                                                                                                                                     |                  |
|  | Suggested Reading List | <div><div>Reading List</div><div>Cipolle, Susan.(2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc. 2010.</div></div> <div><div>May include, but are not limited to</div><div>No value</div></div> <div><div>Reading List</div><div>Minieri, Joan; Getsos, Paul. (2007). "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.</li> <li>Describe the impacts of the engagement work on the development of student's interpersonal skills.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.</li> <li>Describe the impacts of the engagement work on the development of student's interpersonal skills.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.</li> </ul> |

**CSLOs**

|                                 |                                                                                        |                                 |                                                                                        |
|---------------------------------|----------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------|
| <b>CSLOs</b>                    | Demonstrate an understanding of the ways interpersonal dynamics impact community work. | <b>CSLOs</b>                    | Demonstrate an understanding of the ways interpersonal dynamics impact community work. |
| <b>Expected SLO Performance</b> | 0.0                                                                                    | <b>Expected SLO Performance</b> | 0.0                                                                                    |
| <b>CSLOs</b>                    | Analyze the impacts of doing community work on one's interpersonal relationships.      | <b>CSLOs</b>                    | Analyze the impacts of doing community work on one's interpersonal relationships.      |
| <b>Expected SLO Performance</b> | 0.0                                                                                    | <b>Expected SLO Performance</b> | 0.0                                                                                    |
| <b>CSLOs</b>                    | Develop skills to make a difference in our communities.                                | <b>CSLOs</b>                    | Develop skills to make a difference in our communities.                                |
| <b>Expected SLO Performance</b> | 0.0                                                                                    | <b>Expected SLO Performance</b> | 0.0                                                                                    |

**Course Outline**

| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <ol style="list-style-type: none"> <li>1. Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Make a connection with an organization and agree to do some piece of meaningful work that requires an intermediate level of responsibility, such as helping to organize an event, or support the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract.</li> </ol> </li> <li>2. Describe the impacts of the engagement work on the development of student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Assess the efficacy of the practical work for solving the problems it is addressed to, For example: if you are working for a community based organization that is trying to eliminate poverty, do you think it is doing the right things to achieve that goal?</li> <li>2. Analyze the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>3. Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.               <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges or supports what is being learned in a related course or in other classes that the student may have taken.</li> <li>2. Examine and critically reflect on the applicability of frameworks used in intercultural studies for understanding the practical activities the student is engaged with.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Make a connection with an organization and agree to do some piece of meaningful work that requires an intermediate level of responsibility, such as helping to organize an event, or support the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract.</li> </ol> </li> <li>2. Describe the impacts of the engagement work on the development of student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Assess the efficacy of the practical work for solving the problems it is addressed to, For example: if you are working for a community based organization that is trying to eliminate poverty, do you think it is doing the right things to achieve that goal?</li> <li>2. Analyze the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>3. Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.               <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges or supports what is being learned in a related course or in other classes that the student may have taken.</li> <li>2. Examine and critically reflect on the applicability of frameworks used in intercultural studies for understanding the practical activities the student is engaged with.</li> <li>3. Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</li> </ol> </li> </ol> |

| Changed | Field                        | Current Version | Proposed Version |
|---------|------------------------------|-----------------|------------------|
|         | 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)             | 2020            | No Value         |
| !       | Effective Quarter                       | Fall            | No Value         |
| !       | Effective Year (2021)                   | 2020            | No Value         |
|         | Sort ID (00 < 10; 0 < 100)              | ICS 081         | ICS 081          |
|         | 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                  | NA              | NA               |
|         | 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 |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
|         | <b>DL Approval Date (MM/DD/YYYY)</b>                                                                                                                                                   | No Value                                                                                             | No Value         |
|         | <b>Hybrid Approval Date (MM/DD/YYYY)</b>                                                                                                                                               | No Value                                                                                             | No Value         |
| !       | <b>Emergency Approval</b>                                                                                                                                                              | No                                                                                                   | No Value         |
| !       | <b>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)</b> | N                                                                                                    | No Value         |
| !       | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>   | N                                                                                                    | No Value         |
| !       | <b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                            | N                                                                                                    | No Value         |
| !       | <b>In Service Indicator</b>                                                                                                                                                            | 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                          | 234003                                                                                                 | No Value                                                                                               |
| !       | Account Code                               | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code                               | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                                    | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes                    | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog                  | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D081W, ICS D081X, ICS D081Y or ICS D081Z.) | (Not open to students with credit in ICS D081W, ICS D081X, ICS D081Y or ICS D081Z.) |
|         | 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

**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 |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 3:</b><br>Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.              | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.     | No Value        | No Value         |

### B-Matrix Form

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

| Changed | Questions                                                                                                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2: Develop analytical ideas and topics for essays.</b>                                                                  | No Value        | No Value         |
|         | <b>Objective 3: Compose and support thesis statements for analytical essays.</b>                                                     | No Value        | No Value         |
|         | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | No Value         |
|         | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | No Value         |
|         | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | No Value         |
|         | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | No Value         |
|         | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | No Value        | No Value         |
|         | <b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>                                                             | 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:<br>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:<br>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:<br>Produce written work using a cyclical process of multiples drafts and revisions.                                                                                                                                                              | No Value        | No Value         |

| Changed | Questions                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Demonstrate the ability to include a variety of sentence structures in writing.           | No Value        | No Value         |
|         | <b>Objective 5: Edit</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>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         |
|         | <b>Objective 2:</b><br>Investigate the use of mathematics in real world.                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore functions.                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models.                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real world problems.                                                                                                       | No Value        | No Value         |
|         | <b>Objective 6:</b> Use linear inequalities in one variable to solve real world problems.                                                                                                   | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Examine exponential expressions and develop exponential function models.                                                                                             | No Value        | No Value         |

| Changed | Questions                                                                                       | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Examine logarithmic expressions and develop logarithmic function models. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Develop quadratic function models to solve problems.                     | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Investigate the characteristics of rational expressions.                | No Value        | No Value         |
|         | <b>Objective 11:</b><br>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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem-solving methods.                                                      | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                     | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5: Use</b><br>systems of two linear equations to solve real-world problems.                                                                      | No Value        | No Value         |
|         | <b>Objective 6:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b> Use inequalities to solve real world problems.                                                                            | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                          | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.           | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals. | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                     | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                    | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                 | No Value        | No Value         |
|         | <b>Objective 6:</b> Use estimation to determine approximate solutions and to check the reasonableness of answers.  | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                             | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                                                      | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                                               | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                                                     | No Value        | No Value         |
|         | <b>Objective 12:</b><br>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.                               | No Value        | No Value         |

### G-Matrix Form

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

### H-Matrix Form

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

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

| Changed | Questions                                                                                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                         | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                              | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 4:</b><br>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         |
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>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:<br>Department<br>Chair     | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |
| !       | Stage 3: DEI                        | No Value        |                  |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                          | Initiator -<br>Indicate<br>"Y" When<br>Completed<br>or<br>Initiator's<br>Response |
|         |                                     |                 | Date             | Tab            | Part -<br>Field                          | Type of<br>Edit | Edit                                                                                                                                                                                                                                                                                                                                                     |                                                                                   |
|         |                                     |                 |                  |                |                                          |                 | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please let me know in the initiator response box and consider adding to DEI statement.                                                                                                            |                                                                                   |
|         |                                     |                 | 03/02/2026       | Specifications | Examples of Primary Texts and References | Suggested       | <b>The following was added by the Faculty Initiator to the DEI statement, "While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI."</b> | They do not                                                                       |
|         | Stage 4:<br>Articulation<br>Officer | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |

| Changed | Questions                              | Current Version | Proposed Version |
|---------|----------------------------------------|-----------------|------------------|
|         | Stage 5: De Anza General Education     | No Value        | No Value         |
|         | Stage 6: Content Review Matrix Liaison | No Value        | No Value         |
|         | Stage 7: Dean of Online Learning       | No Value        | No Value         |
|         | Stage 8: SLO Coordinator               | No Value        | No Value         |
|         | Stage 10: Curriculum Committee         | No Value        | No Value         |

| Course Administration Codes                                                                       |                                    |                         |
|---------------------------------------------------------------------------------------------------|------------------------------------|-------------------------|
| Articulation occurs after course approval. The following fields will not show a Proposed Version. |                                    |                         |
| Changed                                                                                           | Field                              | Current Version         |
|                                                                                                   | Curriculum ID                      | ICSD081.                |
|                                                                                                   | Distance Education Approved        | No                      |
|                                                                                                   | Board of Trustees Approval Date    |                         |
|                                                                                                   | Curriculum Committee Approval Date |                         |
|                                                                                                   | Time to Next Review                | Sep 1, 2025 12:00:00 AM |
|                                                                                                   | External Review Approval Date      | Sep 1, 2020 12:00:00 AM |
|                                                                                                   | Course Control Number              | CCC000545328            |

| Articulation |
|--------------|
|              |

| Changed | Field                                 | Current Version |
|---------|---------------------------------------|-----------------|
|         | Course<br>Crosswalk CRS-<br>DEPT-NAME |                 |
|         | Course<br>Crosswalk CRS-<br>NUMBER    |                 |

De Anza College

# Change Report

03/27/2026

## Summary of Changes

| Section              | Changed field                                            |
|----------------------|----------------------------------------------------------|
| General Information  | Faculty Initiator                                        |
| General Information  | Effective Term                                           |
| General Information  | Course Type (CB27)                                       |
| General Information  | Mode of Delivery                                         |
| Faculty Requirements | Discipline 1                                             |
| Faculty Requirements | Discipline 2                                             |
| Faculty Requirements | FSA                                                      |
| Specifications       | Methods of Instruction                                   |
| Specifications       | Methods of Evaluation                                    |
| Specifications       | Essential Student Materials/Essential College Facilities |
| Specifications       | Examples of Primary Texts and References                 |
| Specifications       | Suggested Reading List                                   |
| Curriculum Office    | Banner Start Term (202122)                               |
| Curriculum Office    | Banner Division                                          |
| Curriculum Office    | Catalog Term (21-22)                                     |
| Curriculum Office    | 5 Year Revision Year (2021)                              |
| Curriculum Office    | Effective Quarter                                        |
| Curriculum Office    | Effective Year (2021)                                    |
| Curriculum Office    | Course Status Code                                       |
| Curriculum Office    | Banner Department                                        |
| 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: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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                                                                                                                                                                                                                         |
|---------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ❗       | <b>Faculty Initiator</b>           | • eLumenData, eLumenData                                                                                                                                              | • Cynthia Kaufman<br>• Esquivel Moreno, Angelica                                                                                                                                                                                         |
|         | <b>Course ID (CB01A and CB01B)</b> | ICSD081W                                                                                                                                                              | ICSD081W                                                                                                                                                                                                                                 |
|         | <b>Course Control Number</b>       | CCC000545329                                                                                                                                                          | CCC000545329                                                                                                                                                                                                                             |
|         | <b>Course Title (CB02)</b>         | Community Based Learning in Intercultural Studies - Interpersonal                                                                                                     | Community Based Learning in Intercultural Studies - Interpersonal                                                                                                                                                                        |
|         | <b>Short Course Title</b>          | COMM BASED LRNG ICS - INTERPRS                                                                                                                                        | COMM BASED LRNG ICS - INTERPRS                                                                                                                                                                                                           |
|         | <b>TOP Code (CB03)</b>             | 4930.72                                                                                                                                                               | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|         | <b>CIP Code</b>                    | Job-Seeking/Changing Skills.                                                                                                                                          | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|         | <b>Department</b>                  | ICS - Intercultural Studies                                                                                                                                           | ICS - Intercultural Studies                                                                                                                                                                                                              |
| ❗       | <b>Effective Term</b>              | Fall 2021                                                                                                                                                             | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|         | <b>SAM Priority Code (CB09)</b>    | E - Non-Occupational                                                                                                                                                  | E - Non-Occupational                                                                                                                                                                                                                     |
| ❗       | <b>Course Description</b>          | This course provides students with practical work in a community, business, or civic institution and reflection on the interpersonal aspects of that engagement work. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| ❗       | <b>Course Type (CB27)</b>          | No value                                                                                                                                                              | • Lower Division                                                                                                                                                                                                                         |
| ❗       | <b>Mode of Delivery</b>            | No value                                                                                                                                                              | • Online                                                                                                                                                                                                                                 |

### Faculty Requirements

| Changed | Field               | Current Version | Proposed Version |
|---------|---------------------|-----------------|------------------|
| ❗       | <b>Discipline 1</b> | No value        | • Ethnic Studies |
| ❗       | <b>Discipline 2</b> | No value        | • Social Science |
|         | <b>Discipline 3</b> | No value        | No value         |

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

### Course Justification

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                         |
|---------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on practical civic engagement work, specifically related to intercultural issues and dynamics. |

### Foothill Equivalency

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

### Course Philosophy

| Changed | Field                    | Current Version | Proposed Version |
|---------|--------------------------|-----------------|------------------|
|         | <b>Course Philosophy</b> | 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>        |

## DEI Review

| Changed                                                                             | Field                                                        | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                     | Please summarize the ways in which your course includes DEI. | No value        | <u>Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning. The course builds significant choice into students' participation allowing students to connect source content to their own lives and engage in ways that meet their individual needs. Outline provides opportunities to reflect on systemic inequity. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.</u> |
|  | Please check all areas in the COR that address DEI.          | No value        | <ul style="list-style-type: none"> <li>• Basic Course Information - Course Description</li> <li>• Specifications - Assignments</li> <li>• Specifications - Examples of Primary Texts and References</li> <li>• Specifications - Methods of Instruction</li> <li>• Specifications - Methods of Evaluation</li> <li>• Outline - Course Outline</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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

#### UC Transferable and/or Lower-Division Major Requirement

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

#### Associated Programs

| Changed | Field                       | Current Version           |                                               | Proposed Version          |                                               |
|---------|-----------------------------|---------------------------|-----------------------------------------------|---------------------------|-----------------------------------------------|
|         | Course is part of a program | <b>Associated Program</b> | Leadership and Social Change                  | <b>Associated Program</b> | Leadership and Social Change                  |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |

### Transferability & Gen. Ed. Options

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

### Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                                  | Current Version |  | Proposed Version |  |
|---------|----------------------------------------|-----------------|--|------------------|--|
|         | <b>Lecture Hours - In Class</b>        | 0               |  | 0                |  |
|         | <b>Lecture Hours - Out of Class</b>    | 0               |  | 0                |  |
|         | <b>Laboratory Hours - In Class</b>     | 3               |  | 3                |  |
|         | <b>Laboratory Hours - Out of Class</b> | 0               |  | 0                |  |

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

### Course Student Hours - Profile Name: Default Profile

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

| Changed | Field                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course Out-of-Class Hours</b>         | 0               | 0                |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 1               | 1                |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 1               | 1                |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                                      | Current Version            | Proposed Version           |
|---------|------------------------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>                        | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>                         | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b>                   | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>                      | Not Applicable.            | Not Applicable.            |
|         | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/>   | <input type="checkbox"/>   |
|         | <b>Variable Credit Course</b>                              | <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 | <div><div>Methods of Instruction</div><div>Methods of Instruction<br/>Practical work in a community placement.<br/>Doing various forms of practical activity, and reflecting on that activity.<br/>Field observation and field trips</div></div> | <div><div>Methods of Instruction</div><div>Methods of Instruction<br/>Practical work in a community placement of the students choosing.<br/>Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</div></div> |

| Changed                                                                           | Field              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Assignments</b> | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an analysis of assessment of the efficacy of the activities for learning. Each unit should have approximately twelve pages of journal writing.</li> <li>3. For the final, write a reflective essay on the activity. Include in the essay an assessment of the efficacy of the activities for learning. Each unit should correspond to approximately 8 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of final essay based on an integration of learning from the student's practical experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |



| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

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

| 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>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</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    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press. | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Title                                                                                                                                                                                                                                                                                                                                                     | No value                                                                                                                        |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Author                                                                                                                                                                                                                                                                                                                                                    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press. |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Publisher                                                                                                                                                                                                                                                                                                                                                 | No value                                                                                                                        |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Date/Edition                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                        |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | ISBN                                                                                                                                                                                                                                                                                                                                                      | No value                                                                                                                        |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Title                                                                                                                                                                                                                                                                                                                                                     | Succeeding at your Internship: A Handbook<br>Written for and with Students                                                      |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Author                                                                                                                                                                                                                                                                                                                                                    | Christopher J. Mruk and John. C. Moor                                                                                           |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Publisher                                                                                                                                                                                                                                                                                                                                                 | LibreText                                                                                                                       |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Date/Edition                                                                                                                                                                                                                                                                                                                                              | 2025                                                                                                                            |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | ISBN                                                                                                                                                                                                                                                                                                                                                      | No value                                                                                                                        |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                          | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Title                                                                                                                                                                                                                                                                                                                                                     | No value                                                                                                                        |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Author                                                                                                                                                                                                                                                                                                                                                    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                          |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | 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>Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press.</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                                                                                                                          | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. | Publisher | No value                                                                                                                        | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                                                                                 | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</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                                                                                                                          | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.                                                     | Publisher | No value                                                                                                                        | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                                                                                 | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.                                                     |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |

| Changed | Field | Current Version                                                                                                                | Proposed Version |
|---------|-------|--------------------------------------------------------------------------------------------------------------------------------|------------------|
|         |       | <b>Title</b> No value                                                                                                          |                  |
|         |       | <b>Author</b> Nader, Ralph. (2016). "Breaking Through Power: It's Easier Than We Think." San Francisco, CA: City Lights Books. |                  |
|         |       | <b>Publisher</b> No value                                                                                                      |                  |
|         |       | <b>Date/Edition</b> No value                                                                                                   |                  |
|         |       | <b>ISBN</b> No value                                                                                                           |                  |



### Suggested Reading List

No value

**Reading List** Cipolle, Susan.(2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc. 2010.

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

**Reading List** Minieri, Joan; Getsos, Paul. (2007). "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.

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

## Learning Outcomes

| Changed | Field                    | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.</li> <li>Describe the impacts of the engagement work on the development of student's interpersonal skills.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.</li> <li>Describe the impacts of the engagement work on the development of student's interpersonal skills.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.</li> </ul> |

**CSLOs**

|                                 |                                                                                        |                                 |                                                                                        |
|---------------------------------|----------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------|
| <b>CSLOs</b>                    | Demonstrate an understanding of the ways interpersonal dynamics impact community work. | <b>CSLOs</b>                    | Demonstrate an understanding of the ways interpersonal dynamics impact community work. |
| <b>Expected SLO Performance</b> | 0.0                                                                                    | <b>Expected SLO Performance</b> | 0.0                                                                                    |
| <b>CSLOs</b>                    | Analyze the impacts of doing community work on one's interpersonal relationships.      | <b>CSLOs</b>                    | Analyze the impacts of doing community work on one's interpersonal relationships.      |
| <b>Expected SLO Performance</b> | 0.0                                                                                    | <b>Expected SLO Performance</b> | 0.0                                                                                    |
| <b>CSLOs</b>                    | Develop skills to make a difference in our communities.                                | <b>CSLOs</b>                    | Develop skills to make a difference in our communities.                                |
| <b>Expected SLO Performance</b> | 0.0                                                                                    | <b>Expected SLO Performance</b> | 0.0                                                                                    |

**Course Outline**

| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <ol style="list-style-type: none"> <li>1. Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Make a connection with an organization and agree to do some piece of meaningful work that requires an intermediate level of responsibility, such as helping to organize an event, or support the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract.</li> </ol> </li> <li>2. Describe the impacts of the engagement work on the development of student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Assess the efficacy of the practical work for solving the problems it is addressed to, For example: if you are working for a community based organization that is trying to eliminate poverty, do you think it is doing the right things to achieve that goal?</li> <li>2. Analyze the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>3. Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.               <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges or supports what is being learned in a related course or in other classes that the student may have taken.</li> <li>2. Examine and critically reflect on the applicability of frameworks used in intercultural studies for understanding the practical activities the student is engaged with.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Make a connection with an organization and agree to do some piece of meaningful work that requires an intermediate level of responsibility, such as helping to organize an event, or support the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract.</li> </ol> </li> <li>2. Describe the impacts of the engagement work on the development of student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Assess the efficacy of the practical work for solving the problems it is addressed to, For example: if you are working for a community based organization that is trying to eliminate poverty, do you think it is doing the right things to achieve that goal?</li> <li>2. Analyze the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>3. Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.               <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges or supports what is being learned in a related course or in other classes that the student may have taken.</li> <li>2. Examine and critically reflect on the applicability of frameworks used in intercultural studies for understanding the practical activities the student is engaged with.</li> <li>3. Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</li> </ol> </li> </ol> |

| Changed | Field                        | Current Version | Proposed Version |
|---------|------------------------------|-----------------|------------------|
|         | 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)             | 2020            | No Value         |
| !       | Effective Quarter                       | Fall            | No Value         |
| !       | Effective Year (2021)                   | 2020            | No Value         |
|         | Sort ID (00 < 10; 0 < 100)              | ICS 081W        | ICS 081W         |
|         | 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                  | NA              | NA               |
|         | Cross-Listed/Related Course Information | Related Child   | Related Child    |
|         | Cross-Listed/Related Course ID's        | ICS 81          | ICS 81           |
| !       | CTE Status                              | No              | No Value         |

| Changed | Questions                                                                                                                                                                              | Current Version                                                                                      | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
|         | <b>DL Approval Date (MM/DD/YYYY)</b>                                                                                                                                                   | No Value                                                                                             | No Value         |
|         | <b>Hybrid Approval Date (MM/DD/YYYY)</b>                                                                                                                                               | No Value                                                                                             | No Value         |
| !       | <b>Emergency Approval</b>                                                                                                                                                              | No                                                                                                   | No Value         |
| !       | <b>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)</b> | N                                                                                                    | No Value         |
| !       | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>   | N                                                                                                    | No Value         |
| !       | <b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                            | N                                                                                                    | No Value         |
| !       | <b>In Service Indicator</b>                                                                                                                                                            | 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                          | 234003                                                                                                 | No Value                                                                                               |
| !       | Account Code                               | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code                               | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                                    | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes                    | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog                  | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D081., ICS D081X, ICS D081Y or ICS D081Z.) | (Not open to students with credit in ICS D081., ICS D081X, ICS D081Y or ICS D081Z.) |
|         | 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

**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 |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 3:</b><br>Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.              | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.     | No Value        | No Value         |

### B-Matrix Form

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

| Changed | Questions                                                                                                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2: Develop analytical ideas and topics for essays.</b>                                                                  | No Value        | No Value         |
|         | <b>Objective 3: Compose and support thesis statements for analytical essays.</b>                                                     | No Value        | No Value         |
|         | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | No Value         |
|         | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | No Value         |
|         | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | No Value         |
|         | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | No Value         |
|         | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | No Value        | No Value         |
|         | <b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>                                                             | 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:<br>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:<br>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:<br>Produce written work using a cyclical process of multiples drafts and revisions.                                                                                                                                                              | No Value        | No Value         |

| Changed | Questions                                                                                                     | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Demonstrate the ability to include a variety of sentence structures in writing.        | No Value        | No Value         |
|         | <b>Objective 5:</b> 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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>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         |
|         | <b>Objective 2:</b><br>Investigate the use of mathematics in real world.                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore functions.                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models.                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real world problems.                                                                                                       | No Value        | No Value         |
|         | <b>Objective 6:</b> Use linear inequalities in one variable to solve real world problems.                                                                                                   | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Examine exponential expressions and develop exponential function models.                                                                                             | No Value        | No Value         |



| Changed | Questions                                                                                       | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Examine logarithmic expressions and develop logarithmic function models. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Develop quadratic function models to solve problems.                     | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Investigate the characteristics of rational expressions.                | No Value        | No Value         |
|         | <b>Objective 11:</b><br>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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem-solving methods.                                                      | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                     | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5: Use</b><br>systems of two linear equations to solve real-world problems.                                                                      | No Value        | No Value         |
|         | <b>Objective 6:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b> Use inequalities to solve real world problems.                                                                            | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                          | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.           | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals. | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                     | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                    | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                 | No Value        | No Value         |
|         | <b>Objective 6:</b> Use estimation to determine approximate solutions and to check the reasonableness of answers.  | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                             | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                                                      | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                                               | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                                                     | No Value        | No Value         |
|         | <b>Objective 12:</b><br>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.                               | No Value        | No Value         |

### G-Matrix Form

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

### H-Matrix Form

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

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

| Changed | Questions                                                                                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                         | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                        | No Value        | No Value         |



| Changed | Questions                                                                                                                                                                                                                                                              | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 4:</b><br>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         |
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>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:<br>Department<br>Chair          | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                                 |                      |                                                                                   |
| !       | Stage 3: DEI                             | No Value        |                  |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                                 |                      | Initiator -<br>Indicate<br>"Y" When<br>Completed<br>or<br>Initiator's<br>Response |
|         |                                          |                 | Date             | Tab            | Part -<br>Field                          | Type of<br>Edit | Edit                                                                                                                                                                                                                                                                                                                                                            |                      |                                                                                   |
|         |                                          |                 |                  |                |                                          |                 | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please let me know in the initiator response box and consider adding to DEI statement.                                                                                                                   |                      |                                                                                   |
|         |                                          |                 | 03/02/2026       | Specifications | Examples of Primary Texts and References | Suggested       | <b><i>The following was added by the Faculty Initiator to the DEI statement, "While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI."</i></b> | No the text does not |                                                                                   |
|         | Stage 4:<br>Articulation<br>Officer      | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                                 |                      |                                                                                   |
|         | Stage 5: De<br>Anza General<br>Education | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                                 |                      |                                                                                   |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

**Stage 6:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 7: Dean  
of Online  
Learning**

No Value

No Value

**Stage 8: SLO  
Coordinator**

No Value

No Value

**Stage 10:  
Curriculum  
Committee**

No Value

No Value

### Course Administration Codes

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

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

**Curriculum ID**

ICSD081W

**Distance  
Education  
Approved**

No

**Board of  
Trustees  
Approval Date**

**Curriculum  
Committee  
Approval Date**

**Time to Next  
Review**

Sep 1, 2025 12:00:00 AM

**External Review  
Approval Date**

Sep 1, 2020 12:00:00 AM

**Course Control  
Number**

CCC000545329

### Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

| Changed | Field                                 | Current Version |
|---------|---------------------------------------|-----------------|
|         | Course<br>Crosswalk CRS-<br>DEPT-NAME |                 |
|         | Course<br>Crosswalk CRS-<br>NUMBER    |                 |

# De Anza College

## Change Report

03/27/2026

### Summary of Changes

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

| Section                          | Changed field                                                                                                                                                                   |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum Office                | Course Level                                                                                                                                                                    |
| Curriculum Office                | College Code                                                                                                                                                                    |
| Curriculum Office                | CTE Status                                                                                                                                                                      |
| Curriculum Office                | Emergency Approval                                                                                                                                                              |
| Curriculum Office                | Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction) |
| Curriculum Office                | Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)   |
| Curriculum Office                | Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)                                                                                     |
| Curriculum Office                | Noncredit Enhanced Funding Indicator                                                                                                                                            |
| Curriculum Office                | In Service Indicator                                                                                                                                                            |
| Curriculum Office                | Sports/Physical Education Course Indicator                                                                                                                                      |
| Curriculum Office                | COA Code                                                                                                                                                                        |
| Curriculum Office                | Fund Code                                                                                                                                                                       |
| Curriculum Office                | Organization Code                                                                                                                                                               |
| Curriculum Office                | Account Code                                                                                                                                                                    |
| Curriculum Office                | Program Code                                                                                                                                                                    |
| Curriculum Office                | Percent                                                                                                                                                                         |
| Curriculum Office                | Print/No Print to Catalog                                                                                                                                                       |
| Comments                         | Stage 3: DEI                                                                                                                                                                    |
| 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?                                     |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.       |
| DEI Review                                              | Please check all areas in the COR that address DEI.                |
| UC Transferable and/or Lower-Division Major Requirement | Will the course fulfill a UC/CSU lower-division major requirement? |
| UC Transferable and/or Lower-Division Major Requirement | Will the course be UC transferable?                                |

| General Information                                                                 |                             |                                                                        |                                                                                                   |
|-------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Changed                                                                             | Field                       | Current Version                                                        | Proposed Version                                                                                  |
|    | Faculty Initiator           | <ul style="list-style-type: none"><li>eLumenData, eLumenData</li></ul> | <ul style="list-style-type: none"><li>Cynthia Kaufman</li><li>Esquivel Moreno, Angelica</li></ul> |
|                                                                                     | Course ID (CB01A and CB01B) | ICSD081X                                                               | ICSD081X                                                                                          |
|                                                                                     | Course Control Number       | CCC000545330                                                           | CCC000545330                                                                                      |
|                                                                                     | Course Title (CB02)         | Community Based Learning in Intercultural Studies - Interpersonal      | Community Based Learning in Intercultural Studies - Interpersonal                                 |
|                                                                                     | Short Course Title          | COMM BASED LRNG ICS - INTERPRS                                         | COMM BASED LRNG ICS - INTERPRS                                                                    |
|                                                                                     | TOP Code (CB03)             | 4930.72                                                                | 4930.72 Leadership Skills Development                                                             |
|                                                                                     | CIP Code                    | Job-Seeking/Changing Skills.                                           | 32.0105 Job-Seeking/Changing Skills.                                                              |
|                                                                                     | Department                  | ICS - Intercultural Studies                                            | ICS - Intercultural Studies                                                                       |
|  | Effective Term              | Fall 2021                                                              | Fall <del>2024</del> <u>2027</u>                                                                  |
|                                                                                     | SAM Priority Code (CB09)    | E - Non-Occupational                                                   | E - Non-Occupational                                                                              |

| Changed | Field                     | Current Version                                                                                                                                                       | Proposed Version                                                                                                                                                                                                                         |
|---------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Course Description</b> | This course provides students with practical work in a community, business, or civic institution and reflection on the interpersonal aspects of that engagement work. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| !       | <b>Course Type (CB27)</b> | No value                                                                                                                                                              | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                         |
| !       | <b>Mode of Delivery</b>   | No value                                                                                                                                                              | <ul style="list-style-type: none"> <li>Online</li> </ul>                                                                                                                                                                                 |

### Faculty Requirements

| Changed | Field               | Current Version | Proposed Version                                                            |
|---------|---------------------|-----------------|-----------------------------------------------------------------------------|
| !       | <b>Discipline 1</b> | No value        | <ul style="list-style-type: none"> <li>Ethnic Studies</li> </ul>            |
| !       | <b>Discipline 2</b> | No value        | <ul style="list-style-type: none"> <li>Social Science</li> </ul>            |
|         | <b>Discipline 3</b> | No value        | No value                                                                    |
| !       | <b>FSA</b>          | No value        | <ul style="list-style-type: none"> <li>FHDA FSA - ETHNIC STUDIES</li> </ul> |

### Course Justification

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                         |
|---------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on practical civic engagement work, specifically related to intercultural issues and dynamics. |



**Foothill Equivalency**

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

|  |                           |          |  |
|--|---------------------------|----------|--|
|  | <b>Foothill Course ID</b> | No value |  |
|--|---------------------------|----------|--|

|  |                                                    |    |    |
|--|----------------------------------------------------|----|----|
|  | <b>Does the course have a Foothill equivalent?</b> | No | No |
|--|----------------------------------------------------|----|----|

|  |                                           |          |  |
|--|-------------------------------------------|----------|--|
|  | <b>Foothill Faculty Consultation Name</b> | No value |  |
|--|-------------------------------------------|----------|--|

**Course Philosophy**

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

|  |                          |          |  |
|--|--------------------------|----------|--|
|  | <b>Course Philosophy</b> | No value |  |
|--|--------------------------|----------|--|

**Formerly Statement**

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

|  |                           |          |  |
|--|---------------------------|----------|--|
|  | <b>Formerly Statement</b> | No value |  |
|--|---------------------------|----------|--|

**Stand-Alone Statement**

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

|  |                              |          |  |
|--|------------------------------|----------|--|
|  | <b>Stand-Alone Statement</b> | No value |  |
|--|------------------------------|----------|--|

**CTE Course**

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|



Is this a CTE  
(Career  
Technical  
Education)  
course?

No value

No

### Honors/Non-honors Course

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|



Is this an  
honors/non-  
honors  
course?

No value

No

### Mirrored Credit/Noncredit Course

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|



Is this a  
mirrored  
credit/noncredit  
course?

No value

No

### Cross-listed Course

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|



Is this a  
cross-listed  
course?

No value

No

### DEI Review

| Changed | Field                                                               | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------|---------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Please summarize the ways in which your course includes DEI.</b> | No value        | <u>Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning The course builds significant choice into students' participation allowing students to connect source contend to their own lives and engage in ways that meet their individual needs Outline provides opportunities to reflect on systemic inequity. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.</u> |



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

No value

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

### More Options

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

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

### UC Transferable and/or Lower-Division Major Requirement

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

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|



**Will the course be UC transferable?**

No value

No

### Associated Programs

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

**Course is part of a program**

**Associated Program** Leadership and Social Change

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

**Associated Program** Leadership and Social Change

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

**Associated Program** Leadership and Social Change (In Development)

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

**Associated Program** Leadership and Social Change (In Development)

**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**

| <b>Changed</b> | <b>Field</b>                                   | <b>Current Version</b> | <b>Proposed Version</b> |
|----------------|------------------------------------------------|------------------------|-------------------------|
|                | <b>Lecture Hours<br/>- In Class</b>            | 0                      | 0                       |
|                | <b>Lecture Hours<br/>- Out of Class</b>        | 0                      | 0                       |
|                | <b>Laboratory<br/>Hours - In<br/>Class</b>     | 6                      | 6                       |
|                | <b>Laboratory<br/>Hours - Out of<br/>Class</b> | 0                      | 0                       |
|                | <b>NA Hours - In<br/>Class</b>                 | 0                      | 0                       |
|                | <b>NA Hours -<br/>Out of Class</b>             | 0                      | 0                       |

**Course Student Hours - Profile Name: Default Profile**

| <b>Changed</b> | <b>Field</b>                                                               | <b>Current Version</b> | <b>Proposed Version</b> |
|----------------|----------------------------------------------------------------------------|------------------------|-------------------------|
|                | <b>Course<br/>Duration<br/>(Weeks)</b>                                     | 12                     | 12                      |
|                | <b>Hours per unit<br/>divisor</b>                                          | 36                     | 36                      |
|                | <b>Total Student<br/>Learning<br/>Hours</b>                                | 72                     | 72                      |
|                | <b>Lecture Hours<br/>- Course In-<br/>Class<br/>(Contact) per<br/>Term</b> | 0                      | 0                       |

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

### Speciality Hours

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

|  |                         |          |          |
|--|-------------------------|----------|----------|
|  | <b>Speciality Hours</b> | No value | No value |
|--|-------------------------|----------|----------|

### Credit / Non-Credit Options

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

|  |                                     |                |                |
|--|-------------------------------------|----------------|----------------|
|  | <b>COURSE CLASSIFICATION STATUS</b> | Credit Course. | Credit Course. |
|--|-------------------------------------|----------------|----------------|

|  |                                    |                            |                            |
|--|------------------------------------|----------------------------|----------------------------|
|  | <b>Course Credit Status (CB04)</b> | Credit - Degree Applicable | Credit - Degree Applicable |
|--|------------------------------------|----------------------------|----------------------------|

|  |                                          |                |                |
|--|------------------------------------------|----------------|----------------|
|  | <b>Course Non Credit Category (CB22)</b> | Credit Course. | Credit Course. |
|--|------------------------------------------|----------------|----------------|

|  |                                       |                 |                 |
|--|---------------------------------------|-----------------|-----------------|
|  | <b>Funding Agency Category (CB23)</b> | Not Applicable. | Not Applicable. |
|--|---------------------------------------|-----------------|-----------------|

|  |                                                            |                          |                          |
|--|------------------------------------------------------------|--------------------------|--------------------------|
|  | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|------------------------------------------------------------|--------------------------|--------------------------|

|  |                               |                          |                          |
|--|-------------------------------|--------------------------|--------------------------|
|  | <b>Variable Credit Course</b> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|-------------------------------|--------------------------|--------------------------|

### Credit Units

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

|  |                                |    |    |
|--|--------------------------------|----|----|
|  | <b>Course Duration (Weeks)</b> | 12 | 12 |
|--|--------------------------------|----|----|

|  |                                     |   |   |
|--|-------------------------------------|---|---|
|  | <b>Total Lecture Hours per Term</b> | - | 0 |
|--|-------------------------------------|---|---|



| Changed | Field                           | Current Version | Proposed Version |
|---------|---------------------------------|-----------------|------------------|
|         | 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 | <div> <p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Practical work in a community placement. Doing various forms of practical activity, and reflecting on that activity. Field observation and field trips</p> </div>                                                                                                                                                                                                                                                                                                                                                                 | <div> <p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Practical work in a community placement of the students choosing. Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                               |
| !       | Assignments            | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an analysis of assessment of the efficacy of the activities for learning. Each unit should have approximately twelve pages of journal writing.</li> <li>3. For the final, write a reflective essay on the activity. Include in the essay an assessment of the efficacy of the activities for learning. Each unit should correspond to approximately 8 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of final essay based on an integration of learning from the student's practical experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------|-------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course.This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

| Changed      | Field                                                                                                                           | Current Version                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                   |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |
|--------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------|---------------------------------------------------------------------------------------------------------------------------------|-----------|----------|--------------|----------|------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------------|--------|---------------------------------------|-----------|-----------|--------------|------|------|----------|
|              |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |
| !            | Essential Student Materials/Essential College Facilities                                                                        | <b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>None.</li></ul>                                                                                                                                                                      | <b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>None</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>None</li></ul> |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |
| !            | Examples of Primary Texts and References                                                                                        | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</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 | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press. | Publisher | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
| Title        | No value                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |
| Author       | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press. |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |
| Publisher    | No value                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |
| Date/Edition | No value                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |
| ISBN         | No value                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |
| Title        | Succeeding at your Internship: A Handbook Written for and with Students                                                         |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |
| Author       | Christopher J. Mruk and John. C. Moor                                                                                           |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |
| Publisher    | LibreText                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |
| Date/Edition | 2025                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |
| ISBN         | No value                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |          |        |                                                                                                                                 |           |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                             |       |                                                                         |        |                                       |           |           |              |      |      |          |

| Changed                                                                           | Field                  | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Proposed Version |
|-----------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|  | Suggested Reading List | <div><div><div>Reading List</div><div>Cipolle, Susan.(2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc. 2010.</div></div><div><div>May include, but are not limited to</div><div>No value</div></div></div> <div><div><div>Reading List</div><div>Minieri, Joan; Getsos, Paul. (2007). "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.</div></div><div><div>May include, but are not limited to</div><div>No value</div></div></div> | No value         |

| Learning Outcomes |
|-------------------|
|                   |

| Changed | Field                    | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.</li> <li>Describe the impacts of the engagement work on the development of student's interpersonal skills.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.</li> <li>Describe the impacts of the engagement work on the development of student's interpersonal skills.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.</li> </ul> |

**CSLOs**

**CSLOs** Demonstrate an understanding of the ways interpersonal dynamics impact community work.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate an understanding of the ways interpersonal dynamics impact community work.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the impacts of doing community work on one's interpersonal relationships.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the impacts of doing community work on one's interpersonal relationships.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make a difference in our communities.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make a difference in our communities.

**Expected SLO Performance** 0.0

Course Outline



| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <p>1. Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will require development in the student's interpersonal skills.</p> <ol style="list-style-type: none"> <li>1. Make a connection with an organization and agree to do some piece of meaningful work that requires an intermediate level of responsibility, such as helping to organize an event, or support the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract.</li> </ol> <p>2. Describe the impacts of the engagement work on the development of student's interpersonal skills.</p> <ol style="list-style-type: none"> <li>1. Assess the efficacy of the practical work for solving the problems it is addressed to, For example: if you are working for a community based organization that is trying to eliminate poverty, do you think it is doing the right things to achieve that goal?</li> <li>2. Analyze the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> <p>3. Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.</p> <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges or supports</li> </ol> | <p>1. Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will require development in the student's interpersonal skills.</p> <ol style="list-style-type: none"> <li>1. Make a connection with an organization and agree to do some piece of meaningful work that requires an intermediate level of responsibility, such as helping to organize an event, or support the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract.</li> </ol> <p>2. Describe the impacts of the engagement work on the development of student's interpersonal skills.</p> <ol style="list-style-type: none"> <li>1. Assess the efficacy of the practical work for solving the problems it is addressed to, For example: if you are working for a community based organization that is trying to eliminate poverty, do you think it is doing the right things to achieve that goal?</li> <li>2. Analyze the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> <p>3. Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.</p> <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges or supports</li> </ol> |

| Changed | Field                               | Current Version                                                                                                                                                                                                                                                                         | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                     | <p>what is being learned in a related course or in other classes that the student may have taken.</p> <p>2. Examine and critically reflect on the applicability of frameworks used in intercultural studies for understanding the practical activities the student is engaged with.</p> | <p>what is being learned in a related course or in other classes that the student may have taken.</p> <p>2. Examine and critically reflect on the applicability of frameworks used in intercultural studies for understanding the practical activities the student is engaged with.</p> <p>3. Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</p> |
|         | <b>Lab Component in this Course</b> | No                                                                                                                                                                                                                                                                                      | No                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         | <b>Lab Outline</b>                  | No value                                                                                                                                                                                                                                                                                | No value                                                                                                                                                                                                                                                                                                                                                                                                                    |

### Curriculum Office

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

| Changed | Questions                                      | Current Version | Proposed Version |
|---------|------------------------------------------------|-----------------|------------------|
|         | <b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>        | ICS 081X        | ICS 081X         |
|         | <b>Course Status</b>                           | Non-substantial | Non-substantial  |
| !       | <b>Course Status Code</b>                      | A               | No Value         |
| !       | <b>Banner Department</b>                       | ICS             | No Value         |
| !       | <b>Course Level</b>                            | DU              | No Value         |
| !       | <b>College Code</b>                            | DA              | No Value         |
|         | <b>Course Characteristics</b>                  | NA              | NA               |
|         | <b>Cross-Listed/Related Course Information</b> | Related Child   | Related Child    |
|         | <b>Cross-Listed/Related Course ID's</b>        | ICS 81          | ICS 81           |
| !       | <b>CTE Status</b>                              | No              | No Value         |
|         | <b>DL Approval Date (MM/DD/YYYY)</b>           | No Value        | No Value         |
|         | <b>Hybrid Approval Date (MM/DD/YYYY)</b>       | No Value        | No Value         |
| !       | <b>Emergency Approval</b>                      | No              | No Value         |

| Changed | Questions                                                                                                                                                                                 | Current Version                                                                                      | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
| !       | <b>Repeat Status</b><br>(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         |
| !       | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>      | N                                                                                                    | No Value         |
| !       | <b>Hours Statement</b><br>(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         |
| !       | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                               | N                                                                                                    | No Value         |
| !       | <b>In Service Indicator</b>                                                                                                                                                               | 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                          | 234003                                                                                                 | No Value                                                                                               |
| !       | Account Code                               | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code                               | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                                    | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes                    | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog                  | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D081., ICS D081W, ICS D081Y or ICS D081Z.) | (Not open to students with credit in ICS D081., ICS D081W, ICS D081Y or ICS D081Z.) |
|         | Entrance Skills(s):                  | No Value                                                                            | No Value                                                                            |

| Changed | Questions                                   | Current Version | Proposed Version |
|---------|---------------------------------------------|-----------------|------------------|
|         | <b>Entrance Skill(s) - Other:</b>           | No Value        | No Value         |
|         | <b>General Course Statement(s):</b>         | No Value        | No Value         |
|         | <b>General Course Statement(s) - Other:</b> | No Value        | No Value         |

### Blue Form

| Changed | Questions                                                                                                                                                                                                                                                                               | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>For changes to the units and hours tab;<br/>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.</b> | No Value        | No Value         |
|         | <b>1. Is the unit(s) change required for articulation?</b>                                                                                                                                                                                                                              | No Value        | No Value         |
|         | <b>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.</b>                                                                                                           | No Value        | No Value         |

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

A-Matrix Form

| Changed | Questions                                                                                                                                                                                    | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b> | No Value        | No Value         |
|         | <b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>                                                                                  | No Value        | No Value         |
|         | <b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>                                                                                                        | No Value        | No Value         |
|         | <b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>                                                                                   | 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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2: Develop analytical ideas and topics for essays.</b>                                                                  | No Value        | No Value         |
|         | <b>Objective 3: Compose and support thesis statements for analytical essays.</b>                                                     | No Value        | No Value         |
|         | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | No Value         |
|         | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | No Value         |
|         | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | No Value         |
|         | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | No Value         |
|         | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | 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 |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2:</b><br><b>Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b> | No Value        | No Value         |
|         | <b>Objective 3:</b><br><b>Produce written work using a cyclical process of multiples drafts and revisions.</b>                                                               | No Value        | No Value         |
|         | <b>Objective 4:</b><br><b>Demonstrate the ability to include a variety of sentence structures in writing.</b>                                                                | No Value        | No Value         |
|         | <b>Objective 5:</b><br><b>Edit compositions to correct errors in the major conventions of Standard Written English.</b>                                                      | 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:<br>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:<br>Investigate the use of mathematics in real world.                                                                                                                                                                                     | No Value        | No Value         |
|         | Objective 3:<br>Explore functions.                                                                                                                                                                                                                    | No Value        | No Value         |

| Changed | Questions                                                                                                                | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:<br/>Develop linear<br/>function<br/>models.</b>                                                          | No Value        | No Value         |
|         | <b>Objective 5:<br/>Use systems<br/>of two linear<br/>equations to<br/>solve real<br/>world<br/>problems.</b>            | No Value        | No Value         |
|         | <b>Objective 6:<br/>Use linear<br/>inequalities in<br/>one variable to<br/>solve real<br/>world<br/>problems.</b>        | No Value        | No Value         |
|         | <b>Objective 7:<br/>Examine<br/>exponential<br/>expressions<br/>and develop<br/>exponential<br/>function<br/>models.</b> | No Value        | No Value         |
|         | <b>Objective 8:<br/>Examine<br/>logarithmic<br/>expressions<br/>and develop<br/>logarithmic<br/>function<br/>models.</b> | No Value        | No Value         |
|         | <b>Objective 9:<br/>Develop<br/>quadratic<br/>function<br/>models to<br/>solve<br/>problems.</b>                         | 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 |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:<br/>Develop, throughout the course as applicable, systematic problem-solving methods.</b>                                                   | No Value        | No Value         |
|         | <b>Objective 2:<br/>Explore the function concept algebraically, numerically, verbally and graphically.</b>                                                  | No Value        | No Value         |
|         | <b>Objective 3:<br/>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b> | No Value        | No Value         |
|         | <b>Objective 4:<br/>Develop linear function models to solve problems.</b>                                                                                   | No Value        | No Value         |
|         | <b>Objective 5:<br/>Use systems of two linear equations to solve real-world problems.</b>                                                                   | No Value        | No Value         |



| Changed | Questions                                                                                                                                                     | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 6:</b><br>Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem. | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b><br>Use inequalities to solve real world problems.                                                                                         | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1:<br/>Develop, throughout the course as applicable, systematic problem solving methods.</b>                                                                                                                                  | No Value        | No Value         |
|         | <b>Objective 2:<br/>Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>                                                                                                                        | No Value        | No Value         |
|         | <b>Objective 3:<br/>Apply the order of operations to evaluate signed numerical expressions.</b>                                                                                                                                            | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                                                                             | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                                                                          | No Value        | No Value         |
|         | <b>Objective 6:</b><br>Use estimation to determine approximate solutions and to check the reasonableness of answers.                                                        | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 8:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                        | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                 | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                       | No Value        | No Value         |
|         | <b>Objective 12:</b><br>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 |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>                                                                                                                  | No Value        | No Value         |
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

## De Anza GE Form

| Changed | Questions                                                                                                                                                                                                                                                                                                                                  | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                                   | No Value        | No Value         |
|         | <b>Criteria 2:</b><br><b>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.)</b> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                                     | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                     | No Value        | No Value         |
|         | <b>Criteria 4:</b><br><b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 5:</b><br><b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                           | No Value        | No Value         |



| Changed | Questions                                                                                                                                                                                                                                | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.)</b> | No Value        | No Value         |

| Comments |                                  |                 |                  |
|----------|----------------------------------|-----------------|------------------|
| Changed  | Questions                        | Current Version | Proposed Version |
|          | <b>Stage 2: Department Chair</b> | No Value        | No Value         |

| Changed | Questions                     | Current Version | Proposed Version |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                               | Initiator - Indicate "Y" When Completed or Initiator's Response |
|---------|-------------------------------|-----------------|------------------|----------------|------------------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|         |                               |                 | Date             | Tab            | Part - Field                             | Type of Edit | Edit                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               |                                                                 |
| !       | Stage 3: DEI                  | No Value        |                  |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                   | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please let me know in the initiator response box and consider adding to DEI statement. |                                                                 |
|         |                               |                 | 03/02/2026       | Specifications | Examples of Primary Texts and References | Suggested    | The following was added by the Faculty Initiator to the DEI statement, "While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI." | They do not                                                                                                                                                                                                                                   |                                                                 |
|         | Stage 4: Articulation Officer | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                               |                                                                 |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

**Stage 5: De Anza General Education**

No Value

No Value

**Stage 6: Content Review Matrix Liaison**

No Value

No Value

**Stage 7: Dean of Online Learning**

No Value

No Value

**Stage 8: SLO Coordinator**

No Value

No Value

**Stage 10: Curriculum Committee**

No Value

No Value

## Course Administration Codes

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

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

**Curriculum ID**

ICSD081X

**Distance Education Approved**

No

**Board of Trustees Approval Date**

**Curriculum Committee Approval Date**

**Time to Next Review**

Sep 1, 2025 12:00:00 AM

| Changed | Field                               | Current Version         |
|---------|-------------------------------------|-------------------------|
|         | External<br>Review<br>Approval Date | Sep 1, 2020 12:00:00 AM |
|         | Course<br>Control<br>Number         | CCC000545330            |

## Articulation

| Changed | Field                                    | Current Version |
|---------|------------------------------------------|-----------------|
|         | Course<br>Crosswalk<br>CRS-DEPT-<br>NAME |                 |
|         | Course<br>Crosswalk<br>CRS-NUMBER        |                 |

De Anza College

# Change Report

03/27/2026

## Summary of Changes

| Section              | Changed field                                            |
|----------------------|----------------------------------------------------------|
| General Information  | Faculty Initiator                                        |
| General Information  | Effective Term                                           |
| General Information  | Course Type (CB27)                                       |
| General Information  | Mode of Delivery                                         |
| Faculty Requirements | Discipline 1                                             |
| Faculty Requirements | Discipline 2                                             |
| Faculty Requirements | FSA                                                      |
| Specifications       | Methods of Instruction                                   |
| Specifications       | Methods of Evaluation                                    |
| Specifications       | Essential Student Materials/Essential College Facilities |
| Specifications       | Examples of Primary Texts and References                 |
| Specifications       | Suggested Reading List                                   |
| Curriculum Office    | Banner Start Term (202122)                               |
| Curriculum Office    | Banner Division                                          |
| Curriculum Office    | Catalog Term (21-22)                                     |
| Curriculum Office    | 5 Year Revision Year (2021)                              |
| Curriculum Office    | Effective Quarter                                        |
| Curriculum Office    | Effective Year (2021)                                    |
| Curriculum Office    | Course Status Code                                       |
| Curriculum Office    | Banner Department                                        |
| 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: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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                                                                                                                                                                                                                         |
|---------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Faculty Initiator</b>           | • eLumenData, eLumenData                                                                                                                                              | • Cynthia Kaufman<br>• Esquivel Moreno, Angelica                                                                                                                                                                                         |
|         | <b>Course ID (CB01A and CB01B)</b> | ICSD081Y                                                                                                                                                              | ICSD081Y                                                                                                                                                                                                                                 |
|         | <b>Course Control Number</b>       | CCC000545331                                                                                                                                                          | CCC000545331                                                                                                                                                                                                                             |
|         | <b>Course Title (CB02)</b>         | Community Based Learning in Intercultural Studies - Interpersonal                                                                                                     | Community Based Learning in Intercultural Studies - Interpersonal                                                                                                                                                                        |
|         | <b>Short Course Title</b>          | COMM BASED LRNG ICS - INTERPRS                                                                                                                                        | COMM BASED LRNG ICS - INTERPRS                                                                                                                                                                                                           |
|         | <b>TOP Code (CB03)</b>             | 4930.72                                                                                                                                                               | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|         | <b>CIP Code</b>                    | Job-Seeking/Changing Skills.                                                                                                                                          | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|         | <b>Department</b>                  | ICS - Intercultural Studies                                                                                                                                           | ICS - Intercultural Studies                                                                                                                                                                                                              |
| !       | <b>Effective Term</b>              | Fall 2021                                                                                                                                                             | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|         | <b>SAM Priority Code (CB09)</b>    | E - Non-Occupational                                                                                                                                                  | E - Non-Occupational                                                                                                                                                                                                                     |
| !       | <b>Course Description</b>          | This course provides students with practical work in a community, business, or civic institution and reflection on the interpersonal aspects of that engagement work. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| !       | <b>Course Type (CB27)</b>          | No value                                                                                                                                                              | • Lower Division                                                                                                                                                                                                                         |
| !       | <b>Mode of Delivery</b>            | No value                                                                                                                                                              | • Online                                                                                                                                                                                                                                 |

### Faculty Requirements

| Changed | Field               | Current Version | Proposed Version |
|---------|---------------------|-----------------|------------------|
| !       | <b>Discipline 1</b> | No value        | • Ethnic Studies |
| !       | <b>Discipline 2</b> | No value        | • Social Science |
|         | <b>Discipline 3</b> | No value        | No value         |

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

### Course Justification

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                         |
|---------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on practical civic engagement work, specifically related to intercultural issues and dynamics. |

### Foothill Equivalency

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

### Course Philosophy

| Changed | Field                    | Current Version | Proposed Version |
|---------|--------------------------|-----------------|------------------|
|         | <b>Course Philosophy</b> | 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

No

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Please summarize the ways in which your course includes DEI.

No value

Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning. The course builds significant choice into students' participation allowing students to connect source content to their own lives and engage in ways that meet their individual needs. Outline provides opportunities to reflect on systemic inequity. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.



Please check all areas in the COR that address DEI.

No value

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

## More Options

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

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

#### UC Transferable and/or Lower-Division Major Requirement

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

#### Associated Programs

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

**Course is part of a program**

**Associated Program** Leadership and Social Change

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

**Associated Program** Leadership and Social Change (In Development)

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

**Associated Program** Leadership and Social Change

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

**Associated Program** Leadership and Social Change (In Development)

**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** 0

0

**Lecture Hours - Out of Class** 0

0

**Laboratory Hours - In Class** 9

9

**Laboratory Hours - Out of Class** 0

0

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

### Course Student Hours - Profile Name: Default Profile

| Changed | Field                                                 | Current Version | Proposed Version |
|---------|-------------------------------------------------------|-----------------|------------------|
|         | Course Duration (Weeks)                               | 12              | 12               |
|         | Hours per unit divisor                                | 36              | 36               |
|         | Total Student Learning Hours                          | 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              |

| Changed | Field                                     | Current Version | Proposed Version |
|---------|-------------------------------------------|-----------------|------------------|
|         | Total - Course Out-of-Class Hours         | 0               | 0                |
|         | Total Credit Units - Minimum Credit Units | 3               | 3                |
|         | Total Credit Units - Maximum Credit Units | 3               | 3                |

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

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

| Credit Units |  |  |  |
|--------------|--|--|--|
|              |  |  |  |

| Changed | Field                           | Current Version | Proposed Version |
|---------|---------------------------------|-----------------|------------------|
|         | Course Duration (Weeks)         | 12              | 12               |
|         | Total Lecture Hours per Term    | -               | 0                |
|         | 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><div>Methods of Instruction</div><div>Methods of Instruction<br/>Practical work in a community placement.<br/>Doing various forms of practical activity, and reflecting on that activity.<br/>Field observation and field trips</div></div> | <div><div>Methods of Instruction</div><div>Methods of Instruction<br/>Practical work in a community placement of the students choosing.<br/>Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</div></div> |

| Changed                                                                           | Field              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Assignments</b> | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an analysis of assessment of the efficacy of the activities for learning. Each unit should have approximately twelve pages of journal writing.</li> <li>3. For the final, write a reflective essay on the activity. Include in the essay an assessment of the efficacy of the activities for learning. Each unit should correspond to approximately 8 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |



| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of final essay based on an integration of learning from the student's practical experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

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

| Changed                                                                                                                                                                                                                                                                                                                                    | Field                                                                                                            | Current Version                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                             |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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| <div>!</div>                                                                                                                                                                                                                                                                                                                               | Examples of Primary Texts and References                                                                         | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
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|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Author                                                                                                                                                                                                                                                                                                                                                                                 | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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| Date/Edition                                                                                                                                                                                                                                                                                                                               | No value                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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| Date/Edition                                                                                                                                                                                                                                                                                                                               | No value                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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| Changed                                                  | Field                                                                                                                                                             | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Proposed Version |                                                                                                                                                                   |                                     |                                                                                                                                 |              |                                                                                                                                                             |                                     |          |          |          |  |
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| Author                                                   | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                                                                                                                   |                                     |                                                                                                                                 |              |                                                                                                                                                             |                                     |          |          |          |  |
| Publisher                                                | No value                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                                                                                                                   |                                     |                                                                                                                                 |              |                                                                                                                                                             |                                     |          |          |          |  |
| Date/Edition                                             | No value                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                                                                                                                   |                                     |                                                                                                                                 |              |                                                                                                                                                             |                                     |          |          |          |  |
| ISBN                                                     | No value                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                                                                                                                   |                                     |                                                                                                                                 |              |                                                                                                                                                             |                                     |          |          |          |  |
| <div><div>!</div><div>Suggested Reading List</div></div> |                                                                                                                                                                   | <table><tr><td>Reading List</td><td>Cipolle, Susan.(2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc. 2010.</td></tr><tr><td>May include, but are not limited to</td><td>No value</td></tr><tr><td>Reading List</td><td>Minieri, Joan; Getsos, Paul. (2007). "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.</td></tr><tr><td>May include, but are not limited to</td><td>No value</td></tr></table> | Reading List     | Cipolle, Susan.(2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc. 2010. | May include, but are not limited to | No value                                                                                                                        | Reading List | Minieri, Joan; Getsos, Paul. (2007). "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher. | May include, but are not limited to | No value | No value |          |  |
| Reading List                                             | Cipolle, Susan.(2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc. 2010. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                                                                                                                   |                                     |                                                                                                                                 |              |                                                                                                                                                             |                                     |          |          |          |  |
| May include, but are not limited to                      | No value                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                                                                                                                   |                                     |                                                                                                                                 |              |                                                                                                                                                             |                                     |          |          |          |  |
| Reading List                                             | Minieri, Joan; Getsos, Paul. (2007). "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                                                                                                                   |                                     |                                                                                                                                 |              |                                                                                                                                                             |                                     |          |          |          |  |
| May include, but are not limited to                      | No value                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                                                                                                                   |                                     |                                                                                                                                 |              |                                                                                                                                                             |                                     |          |          |          |  |

| Learning Outcomes |
|-------------------|
|                   |

| Changed | Field                    | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.</li> <li>Describe the impacts of the engagement work on the development of student's interpersonal skills.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.</li> <li>Describe the impacts of the engagement work on the development of student's interpersonal skills.</li> <li>Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.</li> </ul> |

**CSLOs**

|                                 |                                                                                        |                                 |                                                                                        |
|---------------------------------|----------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------|
| <b>CSLOs</b>                    | Demonstrate an understanding of the ways interpersonal dynamics impact community work. | <b>CSLOs</b>                    | Demonstrate an understanding of the ways interpersonal dynamics impact community work. |
| <b>Expected SLO Performance</b> | 0.0                                                                                    | <b>Expected SLO Performance</b> | 0.0                                                                                    |
| <b>CSLOs</b>                    | Analyze the impacts of doing community work on one's interpersonal relationships.      | <b>CSLOs</b>                    | Analyze the impacts of doing community work on one's interpersonal relationships.      |
| <b>Expected SLO Performance</b> | 0.0                                                                                    | <b>Expected SLO Performance</b> | 0.0                                                                                    |
| <b>CSLOs</b>                    | Develop skills to make a difference in our communities.                                | <b>CSLOs</b>                    | Develop skills to make a difference in our communities.                                |
| <b>Expected SLO Performance</b> | 0.0                                                                                    | <b>Expected SLO Performance</b> | 0.0                                                                                    |

**Course Outline**

| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <ol style="list-style-type: none"> <li>1. Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Make a connection with an organization and agree to do some piece of meaningful work that requires an intermediate level of responsibility, such as helping to organize an event, or support the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract.</li> </ol> </li> <li>2. Describe the impacts of the engagement work on the development of student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Assess the efficacy of the practical work for solving the problems it is addressed to, For example: if you are working for a community based organization that is trying to eliminate poverty, do you think it is doing the right things to achieve that goal?</li> <li>2. Analyze the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>3. Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.               <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges or supports what is being learned in a related course or in other classes that the student may have taken.</li> <li>2. Examine and critically reflect on the applicability of frameworks used in intercultural studies for understanding the practical activities the student is engaged with.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Make a connection with an organization and agree to do some piece of meaningful work that requires an intermediate level of responsibility, such as helping to organize an event, or support the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract.</li> </ol> </li> <li>2. Describe the impacts of the engagement work on the development of student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Assess the efficacy of the practical work for solving the problems it is addressed to, For example: if you are working for a community based organization that is trying to eliminate poverty, do you think it is doing the right things to achieve that goal?</li> <li>2. Analyze the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>3. Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.               <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges or supports what is being learned in a related course or in other classes that the student may have taken.</li> <li>2. Examine and critically reflect on the applicability of frameworks used in intercultural studies for understanding the practical activities the student is engaged with.</li> <li>3. Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</li> </ol> </li> </ol> |

| Changed | Field                        | Current Version | Proposed Version |
|---------|------------------------------|-----------------|------------------|
|         | 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)             | 2020            | No Value         |
| !       | Effective Quarter                       | Fall            | No Value         |
| !       | Effective Year (2021)                   | 2020            | No Value         |
|         | Sort ID (00 < 10; 0 < 100)              | ICS 081Y        | ICS 081Y         |
|         | 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                  | NA              | NA               |
|         | Cross-Listed/Related Course Information | Related Child   | Related Child    |
|         | Cross-Listed/Related Course ID's        | ICS 81          | ICS 81           |
| !       | CTE Status                              | No              | No Value         |



| Changed | Questions                                                                                                                                                                              | Current Version                                                                                      | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
|         | <b>DL Approval Date (MM/DD/YYYY)</b>                                                                                                                                                   | No Value                                                                                             | No Value         |
|         | <b>Hybrid Approval Date (MM/DD/YYYY)</b>                                                                                                                                               | No Value                                                                                             | No Value         |
| !       | <b>Emergency Approval</b>                                                                                                                                                              | No                                                                                                   | No Value         |
| !       | <b>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)</b> | N                                                                                                    | No Value         |
| !       | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>   | N                                                                                                    | No Value         |
| !       | <b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                            | N                                                                                                    | No Value         |
| !       | <b>In Service Indicator</b>                                                                                                                                                            | 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                          | 234003                                                                                                 | No Value                                                                                               |
| !       | Account Code                               | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code                               | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                                    | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes                    | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog                  | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D081., ICS D081W, ICS D081X or ICS D081Z.) | (Not open to students with credit in ICS D081., ICS D081W, ICS D081X or ICS D081Z.) |
|         | 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

**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 |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 3:</b><br>Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.              | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.     | No Value        | No Value         |

### B-Matrix Form

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

| Changed | Questions                                                                                                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2: Develop analytical ideas and topics for essays.</b>                                                                  | No Value        | No Value         |
|         | <b>Objective 3: Compose and support thesis statements for analytical essays.</b>                                                     | No Value        | No Value         |
|         | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | No Value         |
|         | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | No Value         |
|         | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | No Value         |
|         | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | No Value         |
|         | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | No Value        | No Value         |
|         | <b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>                                                             | 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:<br>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:<br>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:<br>Produce written work using a cyclical process of multiples drafts and revisions.                                                                                                                                                              | No Value        | No Value         |

| Changed | Questions                                                                                                     | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:<br/>Demonstrate the ability to include a variety of sentence structures in writing.</b>       | No Value        | No Value         |
|         | <b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b> | No Value        | No Value         |

### D-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                                    | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |



| Changed | Questions                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>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         |
|         | <b>Objective 2:</b><br>Investigate the use of mathematics in real world.                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore functions.                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models.                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real world problems.                                                                                                       | No Value        | No Value         |
|         | <b>Objective 6:</b> Use linear inequalities in one variable to solve real world problems.                                                                                                   | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Examine exponential expressions and develop exponential function models.                                                                                             | No Value        | No Value         |

| Changed | Questions                                                                                       | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Examine logarithmic expressions and develop logarithmic function models. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Develop quadratic function models to solve problems.                     | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Investigate the characteristics of rational expressions.                | No Value        | No Value         |
|         | <b>Objective 11:</b><br>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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem-solving methods.                                                      | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                     | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5: Use</b><br>systems of two linear equations to solve real-world problems.                                                                      | No Value        | No Value         |
|         | <b>Objective 6:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b> Use inequalities to solve real world problems.                                                                            | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                          | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.           | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals. | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                     | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                    | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                 | No Value        | No Value         |
|         | <b>Objective 6:</b> Use estimation to determine approximate solutions and to check the reasonableness of answers.  | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                             | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                                                      | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                                               | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                                                     | No Value        | No Value         |
|         | <b>Objective 12:</b><br>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.                               | No Value        | No Value         |

### G-Matrix Form

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

### H-Matrix Form

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

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form



| Changed | Questions                                                                                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                         | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                              | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 4:</b><br>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         |
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)                            | No Value        | No Value         |

### Comments

| Changed | Questions                          | Current Version | Proposed Version |                |                                          |              |      |                                                                                                                                                                                                                                                                                                                                                          |  |                                                                 |
|---------|------------------------------------|-----------------|------------------|----------------|------------------------------------------|--------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------|
|         | Stage 2: Department Chair          | No Value        | No Value         |                |                                          |              |      |                                                                                                                                                                                                                                                                                                                                                          |  |                                                                 |
| !       | Stage 3: DEI                       | No Value        |                  |                |                                          |              |      |                                                                                                                                                                                                                                                                                                                                                          |  |                                                                 |
|         |                                    |                 | Date             | Tab            | Part - Field                             | Type of Edit | Edit |                                                                                                                                                                                                                                                                                                                                                          |  | Initiator - Indicate "Y" When Completed or Initiator's Response |
|         |                                    |                 |                  |                |                                          |              |      | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please let me know in the initiator response box and consider adding to DEI statement.                                                                                                            |  |                                                                 |
|         |                                    |                 | 03/02/2026       | Specifications | Examples of Primary Texts and References | Suggested    |      | <b>The following was added by the Faculty Initiator to the DEI statement, "While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI."</b> |  | They do not                                                     |
|         | Stage 4: Articulation Officer      | No Value        | No Value         |                |                                          |              |      |                                                                                                                                                                                                                                                                                                                                                          |  |                                                                 |
|         | Stage 5: De Anza General Education | No Value        | No Value         |                |                                          |              |      |                                                                                                                                                                                                                                                                                                                                                          |  |                                                                 |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

|  |                                                           |          |          |
|--|-----------------------------------------------------------|----------|----------|
|  | <b>Stage 6:<br/>Content<br/>Review Matrix<br/>Liaison</b> | No Value | No Value |
|--|-----------------------------------------------------------|----------|----------|

|  |                                                 |          |          |
|--|-------------------------------------------------|----------|----------|
|  | <b>Stage 7: Dean<br/>of Online<br/>Learning</b> | No Value | No Value |
|--|-------------------------------------------------|----------|----------|

|  |                                     |          |          |
|--|-------------------------------------|----------|----------|
|  | <b>Stage 8: SLO<br/>Coordinator</b> | No Value | No Value |
|--|-------------------------------------|----------|----------|

|  |                                               |          |          |
|--|-----------------------------------------------|----------|----------|
|  | <b>Stage 10:<br/>Curriculum<br/>Committee</b> | 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 |
|---------|-------|-----------------|
|---------|-------|-----------------|

|  |                      |          |
|--|----------------------|----------|
|  | <b>Curriculum ID</b> | ICSD081Y |
|--|----------------------|----------|

|  |                                            |    |
|--|--------------------------------------------|----|
|  | <b>Distance<br/>Education<br/>Approved</b> | No |
|--|--------------------------------------------|----|

|  |                                                |  |
|--|------------------------------------------------|--|
|  | <b>Board of<br/>Trustees<br/>Approval Date</b> |  |
|--|------------------------------------------------|--|

|  |                                                   |  |
|--|---------------------------------------------------|--|
|  | <b>Curriculum<br/>Committee<br/>Approval Date</b> |  |
|--|---------------------------------------------------|--|

|  |                                |                         |
|--|--------------------------------|-------------------------|
|  | <b>Time to Next<br/>Review</b> | Sep 1, 2025 12:00:00 AM |
|--|--------------------------------|-------------------------|

|  |                                          |                         |
|--|------------------------------------------|-------------------------|
|  | <b>External Review<br/>Approval Date</b> | Sep 1, 2020 12:00:00 AM |
|--|------------------------------------------|-------------------------|

|  |                                  |              |
|--|----------------------------------|--------------|
|  | <b>Course Control<br/>Number</b> | CCC000545331 |
|--|----------------------------------|--------------|

### Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

| Changed | Field                                 | Current Version |
|---------|---------------------------------------|-----------------|
|         | Course<br>Crosswalk CRS-<br>DEPT-NAME |                 |
|         | Course<br>Crosswalk CRS-<br>NUMBER    |                 |

De Anza College

# Change Report

03/27/2026

## Summary of Changes

| Section              | Changed field                                            |
|----------------------|----------------------------------------------------------|
| General Information  | Faculty Initiator                                        |
| General Information  | Effective Term                                           |
| General Information  | Course Type (CB27)                                       |
| General Information  | Mode of Delivery                                         |
| Faculty Requirements | Discipline 1                                             |
| Faculty Requirements | Discipline 2                                             |
| Faculty Requirements | FSA                                                      |
| Specifications       | Methods of Instruction                                   |
| Specifications       | Methods of Evaluation                                    |
| Specifications       | Essential Student Materials/Essential College Facilities |
| Specifications       | Examples of Primary Texts and References                 |
| Specifications       | Suggested Reading List                                   |
| Curriculum Office    | Banner Start Term (202122)                               |
| Curriculum Office    | Banner Division                                          |
| Curriculum Office    | Catalog Term (21-22)                                     |
| Curriculum Office    | 5 Year Revision Year (2021)                              |
| Curriculum Office    | Effective Quarter                                        |
| Curriculum Office    | Effective Year (2021)                                    |
| Curriculum Office    | Course Status Code                                       |
| Curriculum Office    | Banner Department                                        |
| 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: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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                                                                                                                                                                                                                         |
|---------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | <b>Faculty Initiator</b>           | <ul style="list-style-type: none"> <li>eLumenData, eLumenData</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Cynthia Kaufman</li> <li>Esquivel Moreno, Angelica</li> </ul>                                                                                                                                     |
|         | <b>Course ID (CB01A and CB01B)</b> | ICSD081Z                                                                                                                                                              | ICSD081Z                                                                                                                                                                                                                                 |
|         | <b>Course Control Number</b>       | CCC000545332                                                                                                                                                          | CCC000545332                                                                                                                                                                                                                             |
|         | <b>Course Title (CB02)</b>         | Community Based Learning in Intercultural Studies - Interpersonal                                                                                                     | Community Based Learning in Intercultural Studies - Interpersonal                                                                                                                                                                        |
|         | <b>Short Course Title</b>          | COMM BASED LRNG ICS - INTERPRS                                                                                                                                        | COMM BASED LRNG ICS - INTERPRS                                                                                                                                                                                                           |
|         | <b>TOP Code (CB03)</b>             | 4930.72                                                                                                                                                               | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|         | <b>CIP Code</b>                    | Job-Seeking/Changing Skills.                                                                                                                                          | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|         | <b>Department</b>                  | ICS - Intercultural Studies                                                                                                                                           | ICS - Intercultural Studies                                                                                                                                                                                                              |
| !       | <b>Effective Term</b>              | Fall 2021                                                                                                                                                             | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|         | <b>SAM Priority Code (CB09)</b>    | E - Non-Occupational                                                                                                                                                  | E - Non-Occupational                                                                                                                                                                                                                     |
| !       | <b>Course Description</b>          | This course provides students with practical work in a community, business, or civic institution and reflection on the interpersonal aspects of that engagement work. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| !       | <b>Course Type (CB27)</b>          | No value                                                                                                                                                              | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                         |
| !       | <b>Mode of Delivery</b>            | No value                                                                                                                                                              | <ul style="list-style-type: none"> <li>Online</li> </ul>                                                                                                                                                                                 |

### Faculty Requirements

| Changed | Field               | Current Version | Proposed Version                                                 |
|---------|---------------------|-----------------|------------------------------------------------------------------|
| !       | <b>Discipline 1</b> | No value        | <ul style="list-style-type: none"> <li>Ethnic Studies</li> </ul> |
| !       | <b>Discipline 2</b> | No value        | <ul style="list-style-type: none"> <li>Social Science</li> </ul> |
|         | <b>Discipline 3</b> | No value        | No value                                                         |



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

### Course Justification

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                    | Proposed Version                                                                                                                                                                                                                                                                                                         |
|---------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on practical civic engagement work, specifically related to intercultural issues and dynamics. |

### Foothill Equivalency

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

### Course Philosophy

| Changed | Field                    | Current Version | Proposed Version |
|---------|--------------------------|-----------------|------------------|
|         | <b>Course Philosophy</b> | 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

No

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Please summarize the ways in which your course includes DEI.

No value

Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning. The course builds significant choice into students' participation allowing students to connect source content to their own lives and engage in ways that meet their individual needs. Outline provides opportunities to reflect on systemic inequity. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.



Please check all areas in the COR that address DEI.

No value

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

## More Options

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

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

#### UC Transferable and/or Lower-Division Major Requirement

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

#### Associated Programs

3/27/26, 2:52 PM

eLumen

| Changed | Field                       | Current Version                                                                                                                                                                    | Proposed Version                                                                                                                                                                   |
|---------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Course is part of a program | <div> <div>Associated Program</div> <div>Leadership and Social Change</div> </div> <div> <div>Award Type</div> <div>Certificate of Achievement (COA)</div> </div>                  | <div> <div>Associated Program</div> <div>Leadership and Social Change</div> </div> <div> <div>Award Type</div> <div>Certificate of Achievement (COA)</div> </div>                  |
|         |                             | <div> <div>Associated Program</div> <div>Leadership and Social Change (In Development)</div> </div> <div> <div>Award Type</div> <div>Certificate of Achievement (COA)</div> </div> | <div> <div>Associated Program</div> <div>Leadership and Social Change (In Development)</div> </div> <div> <div>Award Type</div> <div>Certificate of Achievement (COA)</div> </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     | 12              | 12               |
|         | Laboratory Hours - Out of Class | 0               | 0                |

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

### Course Student Hours - Profile Name: Default Profile

| Changed | Field                                                 | Current Version | Proposed Version |
|---------|-------------------------------------------------------|-----------------|------------------|
|         | Course Duration (Weeks)                               | 12              | 12               |
|         | Hours per unit divisor                                | 36              | 36               |
|         | Total Student Learning Hours                          | 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 |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course Out-of-Class Hours</b>         | 0               | 0                |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 4               | 4                |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 4               | 4                |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                                      | Current Version            | Proposed Version           |
|---------|------------------------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>                        | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>                         | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b>                   | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>                      | Not Applicable.            | Not Applicable.            |
|         | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/>   | <input type="checkbox"/>   |
|         | <b>Variable Credit Course</b>                              | <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 | <div><div>Methods of Instruction</div><div>Methods of Instruction<br/>Practical work in a community placement.<br/>Doing various forms of practical activity, and reflecting on that activity.<br/>Field observation and field trips</div></div> | <div><div>Methods of Instruction</div><div>Methods of Instruction<br/>Practical work in a community placement of the students choosing.<br/>Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</div></div> |



| Changed                                                                           | Field              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Assignments</b> | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an analysis of assessment of the efficacy of the activities for learning. Each unit should have approximately twelve pages of journal writing.</li> <li>3. For the final, write a reflective essay on the activity. Include in the essay an assessment of the efficacy of the activities for learning. Each unit should correspond to approximately 8 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of final essay based on an integration of learning from the student's practical experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

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

| 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>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Author                                                                                                                                                                                                                                                                                                                                                                                 | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Title                                                                                                                                                                                                                                                                                                                                                                                  | Succeeding at your Internship: A Handbook<br>Written for and with Students                                                                                   |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Author                                                                                                                                                                                                                                                                                                                                                                                 | Christopher J. Mruk and John. C. Moor                                                                                                                        |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Publisher                                                                                                                                                                                                                                                                                                                                                                              | LibreText                                                                                                                                                    |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | 2025                                                                                                                                                         |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press.</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    | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Author                                                                                                                                                                                                                                                                                                                                                                                 | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | 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>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</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    | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.                                                     | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                  | Author                                                                                                                                                                                                                                                                                                                                                                                 | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.                                                     |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Nader, Ralph. (2016). "Breaking Through Power: It's Easier Than We Think." San Francisco, CA: City Lights Books.</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                                                                                                                                                       | Nader, Ralph. (2016). "Breaking Through Power: It's Easier Than We Think." San Francisco, CA: City Lights Books. | Publisher | No value                                                                                                                                                     | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                                      | No value                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                                     | Nader, Ralph. (2016). "Breaking Through Power: It's Easier Than We Think." San Francisco, CA: City Lights Books. |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                               | No value                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| ISBN                                                                                                                                                                                                                                                                                                                                       | No value                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                  |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|


**Suggested Reading List**

**Reading List** Cipolle, Susan.(2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc. 2010.

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

**Reading List** Minieri, Joan; Getsos, Paul. (2007). "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.

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

No value

**Learning Outcomes**

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

**Course Objectives**

- Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.
- Describe the impacts of the engagement work on the development of student's interpersonal skills.
- Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.

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- Describe the impacts of the engagement work on the development of student's interpersonal skills.
- Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.

| Changed | Field | Current Version                                                                                     |  | Proposed Version                                                                                    |  |
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|         | CSLOs | <b>CSLOs</b> Demonstrate an understanding of the ways interpersonal dynamics impact community work. |  | <b>CSLOs</b> Demonstrate an understanding of the ways interpersonal dynamics impact community work. |  |
|         |       | <b>Expected SLO Performance</b> 0.0                                                                 |  | <b>Expected SLO Performance</b> 0.0                                                                 |  |
|         |       | <b>CSLOs</b> Analyze the impacts of doing community work on one's interpersonal relationships.      |  | <b>CSLOs</b> Analyze the impacts of doing community work on one's interpersonal relationships.      |  |
|         |       | <b>Expected SLO Performance</b> 0.0                                                                 |  | <b>Expected SLO Performance</b> 0.0                                                                 |  |
|         |       | <b>CSLOs</b> Develop skills to make a difference in our communities.                                |  | <b>CSLOs</b> Develop skills to make a difference in our communities.                                |  |
|         |       | <b>Expected SLO Performance</b> 0.0                                                                 |  | <b>Expected SLO Performance</b> 0.0                                                                 |  |

| Course Outline |
|----------------|
|                |

| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <ol style="list-style-type: none"> <li>1. Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Make a connection with an organization and agree to do some piece of meaningful work that requires an intermediate level of responsibility, such as helping to organize an event, or support the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract.</li> </ol> </li> <li>2. Describe the impacts of the engagement work on the development of student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Assess the efficacy of the practical work for solving the problems it is addressed to, For example: if you are working for a community based organization that is trying to eliminate poverty, do you think it is doing the right things to achieve that goal?</li> <li>2. Analyze the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>3. Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.               <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges or supports what is being learned in a related course or in other classes that the student may have taken.</li> <li>2. Examine and critically reflect on the applicability of frameworks used in intercultural studies for understanding the practical activities the student is engaged with.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will require development in the student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Make a connection with an organization and agree to do some piece of meaningful work that requires an intermediate level of responsibility, such as helping to organize an event, or support the staff at a non-profit.</li> <li>2. Carry out the duties agreed to in a written contract.</li> </ol> </li> <li>2. Describe the impacts of the engagement work on the development of student's interpersonal skills.               <ol style="list-style-type: none"> <li>1. Assess the efficacy of the practical work for solving the problems it is addressed to, For example: if you are working for a community based organization that is trying to eliminate poverty, do you think it is doing the right things to achieve that goal?</li> <li>2. Analyze the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>3. Examine the implications of the experience for an understanding of the nature of knowledge in intercultural studies.               <ol style="list-style-type: none"> <li>1. Reflect on the ways that the experience challenges or supports what is being learned in a related course or in other classes that the student may have taken.</li> <li>2. Examine and critically reflect on the applicability of frameworks used in intercultural studies for understanding the practical activities the student is engaged with.</li> <li>3. Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</li> </ol> </li> </ol> |



| Changed | Field                        | Current Version | Proposed Version |
|---------|------------------------------|-----------------|------------------|
|         | 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)             | 2020            | No Value         |
| !       | Effective Quarter                       | Fall            | No Value         |
| !       | Effective Year (2021)                   | 2020            | No Value         |
|         | Sort ID (00 < 10; 0 < 100)              | ICS 081Z        | ICS 081Z         |
|         | 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                  | NA              | NA               |
|         | Cross-Listed/Related Course Information | Related Child   | Related Child    |
|         | Cross-Listed/Related Course ID's        | ICS 81          | ICS 81           |
| !       | CTE Status                              | No              | No Value         |

| Changed | Questions                                                                                                                                                                              | Current Version                                                                                      | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
|         | <b>DL Approval Date (MM/DD/YYYY)</b>                                                                                                                                                   | No Value                                                                                             | No Value         |
|         | <b>Hybrid Approval Date (MM/DD/YYYY)</b>                                                                                                                                               | No Value                                                                                             | No Value         |
| !       | <b>Emergency Approval</b>                                                                                                                                                              | No                                                                                                   | No Value         |
| !       | <b>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)</b> | N                                                                                                    | No Value         |
| !       | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>   | N                                                                                                    | No Value         |
| !       | <b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                            | N                                                                                                    | No Value         |
| !       | <b>In Service Indicator</b>                                                                                                                                                            | 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                          | 234003                                                                                                 | No Value                                                                                               |
| !       | Account Code                               | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code                               | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                                    | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes                    | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog                  | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D081., ICS D081W, ICS D081X or ICS D081Y.) | (Not open to students with credit in ICS D081., ICS D081W, ICS D081X or ICS D081Y.) |
|         | 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

**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 |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 3:</b><br>Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.              | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.     | No Value        | No Value         |

### B-Matrix Form

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

| Changed | Questions                                                                                                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2: Develop analytical ideas and topics for essays.</b>                                                                  | No Value        | No Value         |
|         | <b>Objective 3: Compose and support thesis statements for analytical essays.</b>                                                     | No Value        | No Value         |
|         | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | No Value         |
|         | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | No Value         |
|         | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | No Value         |
|         | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | No Value         |
|         | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | No Value        | No Value         |
|         | <b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>                                                             | 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:<br>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:<br>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:<br>Produce written work using a cyclical process of multiples drafts and revisions.                                                                                                                                                              | No Value        | No Value         |



| Changed | Questions                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Demonstrate the ability to include a variety of sentence structures in writing.           | No Value        | No Value         |
|         | <b>Objective 5: Edit</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>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         |
|         | <b>Objective 2:</b><br>Investigate the use of mathematics in real world.                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore functions.                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models.                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real world problems.                                                                                                       | No Value        | No Value         |
|         | <b>Objective 6:</b> Use linear inequalities in one variable to solve real world problems.                                                                                                   | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Examine exponential expressions and develop exponential function models.                                                                                             | No Value        | No Value         |

| Changed | Questions                                                                                       | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Examine logarithmic expressions and develop logarithmic function models. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Develop quadratic function models to solve problems.                     | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Investigate the characteristics of rational expressions.                | No Value        | No Value         |
|         | <b>Objective 11:</b><br>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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem-solving methods.                                                      | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                     | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real-world problems.                                                                         | No Value        | No Value         |
|         | <b>Objective 6:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b> Use inequalities to solve real world problems.                                                                            | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                          | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.           | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals. | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                     | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                    | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                 | No Value        | No Value         |
|         | <b>Objective 6:</b> Use estimation to determine approximate solutions and to check the reasonableness of answers.  | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                             | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                                                      | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                                               | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                                                     | No Value        | No Value         |
|         | <b>Objective 12:</b><br>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.                               | No Value        | No Value         |

### G-Matrix Form

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

### H-Matrix Form

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



| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

| Changed | Questions                                                                                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                         | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                              | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 4:</b><br>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         |
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>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:<br>Department<br>Chair          | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                   |             |                                                                                   |
| !       | Stage 3: DEI                             | No Value        |                  |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                   |             | Initiator -<br>Indicate<br>"Y" When<br>Completed<br>or<br>Initiator's<br>Response |
|         |                                          |                 | Date             | Tab            | Part -<br>Field                          | Type of<br>Edit | Edit                                                                                                                                                                                                                                                                                                                                              |             |                                                                                   |
|         |                                          |                 |                  |                |                                          |                 | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please let me know in the initiator response box and consider adding to DEI statement.                                                                                                     |             |                                                                                   |
|         |                                          |                 | 03/02/2026       | Specifications | Examples of Primary Texts and References | Suggested       | The following was added by the Faculty Initiator to the DEI statement, "While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI." | They do not |                                                                                   |
|         | Stage 4:<br>Articulation<br>Officer      | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                   |             |                                                                                   |
|         | Stage 5: De<br>Anza General<br>Education | No Value        | No Value         |                |                                          |                 |                                                                                                                                                                                                                                                                                                                                                   |             |                                                                                   |

| Changed | Questions | Current Version | Proposed Version |
|---------|-----------|-----------------|------------------|
|---------|-----------|-----------------|------------------|

**Stage 6:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 7: Dean  
of Online  
Learning**

No Value

No Value

**Stage 8: SLO  
Coordinator**

No Value

No Value

**Stage 10:  
Curriculum  
Committee**

No Value

No Value

### Course Administration Codes

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

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

**Curriculum ID**

ICSD081Z

**Distance  
Education  
Approved**

No

**Board of  
Trustees  
Approval Date**

**Curriculum  
Committee  
Approval Date**

**Time to Next  
Review**

Sep 1, 2025 12:00:00 AM

**External Review  
Approval Date**

Sep 1, 2020 12:00:00 AM

**Course Control  
Number**

CCC000545332

### Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

| Changed | Field                                 | Current Version |
|---------|---------------------------------------|-----------------|
|         | Course<br>Crosswalk CRS-<br>DEPT-NAME |                 |
|         | Course<br>Crosswalk CRS-<br>NUMBER    |                 |

De Anza College

Change Report

03/27/2026

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

| 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: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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                                                                                                                                                                | • Cynthia Kaufman<br>• Esquivel Moreno, Angelica                                                                                                                                                                                         |
|         | Course ID (CB01A and CB01B) | ICSD082.                                                                                                                                                                                | ICSD082.                                                                                                                                                                                                                                 |
|         | Course Control Number       | CCC000545033                                                                                                                                                                            | CCC000545033                                                                                                                                                                                                                             |
|         | Course Title (CB02)         | Community Based Learning in Intercultural Studies - Systems                                                                                                                             | Community Based Learning in Intercultural Studies - Systems                                                                                                                                                                              |
|         | Short Course Title          | COMM BASED LRNG IN ICS-SYSTEMS                                                                                                                                                          | COMM BASED LRNG IN ICS-SYSTEMS                                                                                                                                                                                                           |
|         | TOP Code (CB03)             | 4930.72                                                                                                                                                                                 | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|         | CIP Code                    | Job-Seeking/Changing Skills.                                                                                                                                                            | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|         | Department                  | ICS - Intercultural Studies                                                                                                                                                             | ICS - Intercultural Studies                                                                                                                                                                                                              |
| !       | Effective Term              | Fall 2021                                                                                                                                                                               | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|         | SAM Priority Code (CB09)    | E - Non-Occupational                                                                                                                                                                    | E - Non-Occupational                                                                                                                                                                                                                     |
| !       | Course Description          | This course provides students with practical work in a community, business, or civic institution and reflection on the implications of that engagement work on changing social systems. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| !       | Course Type (CB27)          | No value                                                                                                                                                                                | • Lower Division                                                                                                                                                                                                                         |
| !       | Mode of Delivery            | No value                                                                                                                                                                                | • Online                                                                                                                                                                                                                                 |

## Faculty Requirements

| Changed | Field        | Current Version | Proposed Version |
|---------|--------------|-----------------|------------------|
| !       | Discipline 1 | No value        | • Ethnic Studies |
| !       | Discipline 2 | No value        | • Social Science |

| Changed                                                                           | Field               | Current Version | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|---------------------|-----------------|-----------------------------------------------------------------------------|
|                                                                                   | <b>Discipline 3</b> | No value        | No value                                                                    |
|  | <b>FSA</b>          | No value        | <ul style="list-style-type: none"> <li>FHDA FSA - ETHNIC STUDIES</li> </ul> |

### Course Justification

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                                   | Proposed Version                                                                                                                                                                                                                                                                                                                        |
|---------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on advanced level practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on advanced level practical civic engagement work, specifically related to intercultural issues and dynamics. |

### Foothill Equivalency

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

### Course Philosophy

| Changed | Field                    | Current Version | Proposed Version |
|---------|--------------------------|-----------------|------------------|
|         | <b>Course Philosophy</b> | 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>        |

DEI Review

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

| Changed | Field                                                               | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|---------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Please summarize the ways in which your course includes DEI.</b> | No value        | <p><u>Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning The course builds significant choice into students' participation allowing students to connect source contend to their own lives and engage in ways that meet their individual needs Outline provides opportunities to reflect on systemic inequity. Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning The course builds significant choice into students' participation allowing students to connect source contend to their own lives and engage in ways that meet their individual needs Outline provides opportunities to reflect on systemic inequity. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.</u></p> |

### More Options

| Changed | Field                                | Current Version                      | Proposed Version                     |
|---------|--------------------------------------|--------------------------------------|--------------------------------------|
|         | <b>Basic Skill Status (CB08)</b>     | Course is not a basic skills course. | Course is not a basic skills course. |
|         | <b>Course Prior To College Level</b> | Not applicable.                      | Not applicable.                      |

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

### UC Transferable and/or Lower-Division Major Requirement

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

### Associated Programs

| Changed | Field                       | Current Version           |                                               | Proposed Version          |                                               |
|---------|-----------------------------|---------------------------|-----------------------------------------------|---------------------------|-----------------------------------------------|
|         | Course is part of a program | <b>Associated Program</b> | Leadership and Social Change                  | <b>Associated Program</b> | Leadership and Social Change                  |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |

### Transferability & Gen. Ed. Options

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

### Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                                  | Current Version |  | Proposed Version |  |
|---------|----------------------------------------|-----------------|--|------------------|--|
|         | <b>Lecture Hours - In Class</b>        | 0               |  | 0                |  |
|         | <b>Lecture Hours - Out of Class</b>    | 0               |  | 0                |  |
|         | <b>Laboratory Hours - In Class</b>     | 1.5             |  | 1.5              |  |
|         | <b>Laboratory Hours - Out of Class</b> | 0               |  | 0                |  |

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

### Course Student Hours - Profile Name: Default Profile

| Changed | Field                                                 | Current Version | Proposed Version |
|---------|-------------------------------------------------------|-----------------|------------------|
|         | Course Duration (Weeks)                               | 12              | 12               |
|         | Hours per unit divisor                                | 36              | 36               |
|         | Total Student Learning Hours                          | 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               |



| Changed | Field                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course Out-of-Class Hours</b>         | 0               | 0                |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 0.5             | 0.5              |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 0.5             | 0.5              |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                                      | Current Version            | Proposed Version           |
|---------|------------------------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>                        | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>                         | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b>                   | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>                      | Not Applicable.            | Not Applicable.            |
|         | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/>   | <input type="checkbox"/>   |
|         | <b>Variable Credit Course</b>                              | <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               |
|         | 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<br/>Practical work in a community placement.<br/>Doing various forms of practical activity, and reflecting on that activity.<br/>Field observation and field trips.</div></div> | <div><div>Methods of Instruction</div><div>Methods of Instruction<br/>Practical work in a community placement of the students choosing.<br/>Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</div></div> |

| Changed                                                                           | Field              | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Assignments</b> | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for analytical reflection on the activities. Include in the journal a deep level analysis of the efficacy of the activities for learning. Each unit should have approximately twelve pages of journal writing.</li> <li>3. Write an analytical final essay on the activity. Include in the essay an assessment of the efficacy of the activities for learning. Each unit should correspond to approximately 10 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of final essay to be evaluated based on an integration of learning from the student's practical experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

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

| Changed                                                                                                                                                                                                                                                                                                                            | Field                                                                                                    | Current Version                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                             |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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| <div>!</div>                                                                                                                                                                                                                                                                                                                       | Examples of Primary Texts and References                                                                 | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</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    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Christopher J. Mruk and John. C. Moor                                                                                                                        |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press.</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    | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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| 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>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</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                                                                                                                                                       | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. | Publisher | No value                                                                                                                                                     | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                              | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                             | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                          | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                       | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| ISBN                                                                                                                                                                                                                                                                                                                               | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|



### Suggested Reading List

No value

**Reading List** Cipolle, Susan.(2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc.

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

**Reading List** Minieri, Joan; Getsos, Paul.(2007). "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.

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

**Reading List** Reinsborough, Patrick; Canning, Doyle. (2010). "Re:Imagining Change - How to Use Story-based Strategy to Win Campaigns, Build Movements, and Change the World". Oakland, CA: PM Press, Publisher.

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

## Learning Outcomes



| Changed                                                                           | Field                    | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                          | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will attempt to lead to systemic change.</li> <li>Describe the impacts of the engagement work on making systemic change.</li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will attempt to lead to systemic change.</li> <li>Describe the impacts of the engagement work on making systemic change.</li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.</li> </ul> |

**CSLOs**

**CSLOs** Demonstrate an understanding of the strategies needed to make significant systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate an understanding of the strategies needed to make significant systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the aspects of organizing that lead to systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the aspects of organizing that lead to systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make transformative change in our communities.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make transformative change in our communities.

**Expected SLO Performance** 0.0

**Course Outline**

| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <ol style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.               <ol style="list-style-type: none"> <li>Make connection with an organization and agree to do some piece of advanced level work such as taking leadership in organizing an event or organization, or supporting the staff at a non-profit at an advanced level.</li> <li>Carry out the duties agreed to in a written contract</li> </ol> </li> <li>Describe the impacts of the engagement work on making making systemic change.               <ol style="list-style-type: none"> <li>Analyze with some depth the approach taken by the organization to solving the problems the practical work is trying to solve. For example: If you are working for a community organization that is trying to eliminate poverty, how do those activities lead or not lead to really meeting those objectives.</li> <li>Analyze with some depth the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.               <ol style="list-style-type: none"> <li>Analyze the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>Apply the frameworks used in intercultural studies to an analysis of the practical activities student is engaged with.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.               <ol style="list-style-type: none"> <li>Make connection with an organization and agree to do some piece of advanced level work such as taking leadership in organizing an event or organization, or supporting the staff at a non-profit at an advanced level.</li> <li>Carry out the duties agreed to in a written contract</li> </ol> </li> <li>Describe the impacts of the engagement work on making systemic change.               <ol style="list-style-type: none"> <li>Analyze with some depth the approach taken by the organization to solving the problems the practical work is trying to solve. For example: If you are working for a community organization that is trying to eliminate poverty, how do those activities lead or not lead to really meeting those objectives.</li> <li>Analyze with some depth the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.               <ol style="list-style-type: none"> <li>Analyze the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>Apply the frameworks used in intercultural studies to an analysis of the practical activities student is engaged with.</li> <li>Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</li> </ol> </li> </ol> |

| Changed | Field                               | Current Version | Proposed Version |
|---------|-------------------------------------|-----------------|------------------|
|         | <b>Lab Component in this Course</b> | No              | No               |
|         | <b>Lab Outline</b>                  | No value        | No value         |

## Curriculum Office

| Changed | Questions                                      | Current Version | Proposed Version |
|---------|------------------------------------------------|-----------------|------------------|
| !       | <b>Banner Start Term (202122)</b>              | 202122          | No Value         |
| !       | <b>Banner Division</b>                         | 2IC             | No Value         |
| !       | <b>Catalog Term (21-22)</b>                    | 21-22           | No Value         |
| !       | <b>5 Year Revision Year (2021)</b>             | 2020            | No Value         |
| !       | <b>Effective Quarter</b>                       | Fall            | No Value         |
| !       | <b>Effective Year (2021)</b>                   | 2020            | No Value         |
|         | <b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>        | ICS 082         | ICS 082          |
|         | <b>Course Status</b>                           | Non-substantial | Non-substantial  |
| !       | <b>Course Status Code</b>                      | A               | No Value         |
| !       | <b>Banner Department</b>                       | ICS             | No Value         |
| !       | <b>Course Level</b>                            | DU              | No Value         |
| !       | <b>College Code</b>                            | DA              | No Value         |
|         | <b>Course Characteristics</b>                  | NA              | NA               |
|         | <b>Cross-Listed/Related Course Information</b> | Related Parent  | Related Parent   |
|         | <b>Cross-Listed/Related Course ID's</b>        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                              | Current Version                                                                                      | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
| !       | <b>CTE Status</b>                                                                                                                                                                      | No                                                                                                   | No Value         |
|         | <b>DL Approval Date (MM/DD/YYYY)</b>                                                                                                                                                   | No Value                                                                                             | No Value         |
|         | <b>Hybrid Approval Date (MM/DD/YYYY)</b>                                                                                                                                               | No Value                                                                                             | No Value         |
| !       | <b>Emergency Approval</b>                                                                                                                                                              | No                                                                                                   | No Value         |
| !       | <b>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)</b> | N                                                                                                    | No Value         |
| !       | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>   | N                                                                                                    | No Value         |
| !       | <b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                            | N                                                                                                    | No Value         |

| Changed | Questions                                  | Current Version                                                                                        | Proposed Version                                                                                       |
|---------|--------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| !       | In Service Indicator                       | N                                                                                                      | No Value                                                                                               |
| !       | Sports/Physical Education Course Indicator | N                                                                                                      | No Value                                                                                               |
| !       | COA Code                                   | C                                                                                                      | No Value                                                                                               |
| !       | Fund Code                                  | 114000                                                                                                 | No Value                                                                                               |
| !       | Organization Code                          | 234003                                                                                                 | No Value                                                                                               |
| !       | Account Code                               | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code                               | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                                    | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes                    | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog                  | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D082W, ICS D082X, ICS D082Y or ICS D082Z.) | (Not open to students with credit in ICS D082W, ICS D082X, ICS D082Y or ICS D082Z.) |
|         | Entrance Skills(s):                  | No Value                                                                            | No Value                                                                            |
|         | Entrance Skill(s) - Other:           | No Value                                                                            | No Value                                                                            |

| Changed | Questions                                   | Current Version | Proposed Version |
|---------|---------------------------------------------|-----------------|------------------|
|         | <b>General Course Statement(s):</b>         | No Value        | No Value         |
|         | <b>General Course Statement(s) - Other:</b> | No Value        | No Value         |

### Blue Form

| Changed | Questions                                                                                                                                                                                                                                                                               | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>For changes to the units and hours tab;<br/>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.</b> | No Value        | No Value         |
|         | <b>1. Is the unit(s) change required for articulation?</b>                                                                                                                                                                                                                              | No Value        | No Value         |
|         | <b>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.</b>                                                                                                           | No Value        | No Value         |
|         | <b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>                                                                                                                                                                            | No Value        | No Value         |

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

### A-Matrix Form

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

| Changed | Questions                                                                                                     | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2:</b><br>Compose essays drawn from personal experience and assigned texts.                      | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.              | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.     | No Value        | No Value         |

### B-Matrix Form

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



| Changed | Questions                                                                                                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>     | No Value        | No Value         |
|         | <b>Objective 2: Develop analytical ideas and topics for essays.</b>                                                                  | No Value        | No Value         |
|         | <b>Objective 3: Compose and support thesis statements for analytical essays.</b>                                                     | No Value        | No Value         |
|         | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | No Value         |
|         | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | No Value         |
|         | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | No Value         |
|         | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | No Value         |
|         | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | No Value        | No Value         |

| Changed | Questions                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 9:</b><br>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         |
|         | <b>Objective 1:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2:</b><br>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         |
|         | <b>Objective 3:</b><br>Produce written work using a cyclical process of multiples drafts and revisions.                                                               | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Demonstrate the ability to include a variety of sentence structures in writing.                                                                | No Value        | No Value         |
|         | <b>Objective 5:</b> 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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                                                     | No Value        | No Value         |
|         | <b>Objective 2: Investigate the use of mathematics in real world.</b>                                                                                                                                                                                        | No Value        | No Value         |
|         | <b>Objective 3: Explore functions.</b>                                                                                                                                                                                                                       | No Value        | No Value         |
|         | <b>Objective 4: Develop linear function models.</b>                                                                                                                                                                                                          | No Value        | No Value         |
|         | <b>Objective 5: Use systems of two linear equations to solve real world problems.</b>                                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                    | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>    | No Value        | No Value         |
|         | <b>Objective 7: Examine exponential expressions and develop exponential function models.</b> | No Value        | No Value         |
|         | <b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b> | No Value        | No Value         |
|         | <b>Objective 9: Develop quadratic function models to solve problems.</b>                     | No Value        | No Value         |
|         | <b>Objective 10: Investigate the characteristics of rational expressions.</b>                | No Value        | No Value         |
|         | <b>Objective 11: Develop skills to work with radical expressions.</b>                        | No Value        | No Value         |

E-Matrix Form

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

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

### F-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                  | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1:<br/>Develop, throughout the course as applicable, systematic problem solving methods.</b>                                                                                                                                  | No Value        | No Value         |
|         | <b>Objective 2:<br/>Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>                                                                                                                        | No Value        | No Value         |
|         | <b>Objective 3:<br/>Apply the order of operations to evaluate signed numerical expressions.</b>                                                                                                                                            | No Value        | No Value         |
|         | <b>Objective 4:<br/>Solve problems involving operations with signed numbers.</b>                                                                                                                                                           | No Value        | No Value         |
|         | <b>Objective 5:<br/>Explore the characteristics and properties of real numbers.</b>                                                                                                                                                        | No Value        | No Value         |



| Changed | Questions                                                                                                                                                                | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>                                                        | No Value        | No Value         |
|         | <b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>                                                                                      | No Value        | No Value         |
|         | <b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b> | No Value        | No Value         |
|         | <b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>                                                                      | No Value        | No Value         |
|         | <b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>                                                                               | No Value        | No Value         |
|         | <b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>                                                                     | No Value        | No Value         |

| Changed | Questions                                                                                                                                     | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 12:</b><br>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 |
|               | <b>If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.</b> | 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><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>                                                    | No Value        | No Value         |
|         | <p><b>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.</b></p> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

| Changed | Questions                                                                                                                                                                                          | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:<br/>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.)</b> | No Value        | No Value         |

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

| Changed | Questions                                                                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>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 |
|---------|-------------------------------------|-----------------|------------------|
|         | <b>Stage 2:</b><br>Department Chair | No Value        | No Value         |

| Changed                                                                           | Questions                          | Current Version | Proposed Version |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                 |  | Initiator - Indicate "Y" When Completed or Initiator's Response |
|-----------------------------------------------------------------------------------|------------------------------------|-----------------|------------------|----------------|------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------|
|                                                                                   |                                    |                 | Date             | Tab            | Part - Field                             | Type of Edit | Edit                                                                                                                                                                                                                                                                                                                                                            |  |                                                                 |
|  | Stage 3: DEI                       | No Value        |                  |                |                                          |              | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please let me know in the initiator response box and consider adding to DEI statement.                                                                                                                   |  |                                                                 |
|                                                                                   |                                    |                 | 03/02/2026       | Specifications | Examples of Primary Texts and References | Suggested    | <b><i>The following was added by the Faculty Initiator to the DEI statement, "While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI."</i></b> |  | They do not                                                     |
|                                                                                   | Stage 4: Articulation Officer      | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                 |
|                                                                                   | Stage 5: De Anza General Education | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                 |

| Changed | Questions                                     | Current Version | Proposed Version |
|---------|-----------------------------------------------|-----------------|------------------|
|         | <b>Stage 6: Content Review Matrix Liaison</b> | No Value        | No Value         |
|         | <b>Stage 7: Dean of Online Learning</b>       | No Value        | No Value         |
|         | <b>Stage 8: SLO Coordinator</b>               | No Value        | No Value         |
|         | <b>Stage 10: Curriculum Committee</b>         | 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         |
|---------|-------------------------------------------|-------------------------|
|         | <b>Curriculum ID</b>                      | ICSD082.                |
|         | <b>Distance Education Approved</b>        | No                      |
|         | <b>Board of Trustees Approval Date</b>    |                         |
|         | <b>Curriculum Committee Approval Date</b> |                         |
|         | <b>Time to Next Review</b>                | Sep 1, 2025 12:00:00 AM |
|         | <b>External Review Approval Date</b>      | Sep 1, 2020 12:00:00 AM |
|         | <b>Course Control Number</b>              | CCC000545033            |

### Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|



| Changed | Field                                 | Current Version |
|---------|---------------------------------------|-----------------|
|         | Course<br>Crosswalk CRS-<br>DEPT-NAME |                 |
|         | Course<br>Crosswalk CRS-<br>NUMBER    |                 |

De Anza College

# Change Report

03/27/2026

## Summary of Changes

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

| 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: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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"> <li>eLumenData, eLumenData</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>Cynthia Kaufman</li> <li>Esquivel Moreno, Angelica</li> </ul>                                                                                                                                     |
|         | Course ID (CB01A and CB01B) | ICSD082W                                                                                                                                                                                | ICSD082W                                                                                                                                                                                                                                 |
|         | Course Control Number       | CCC000545333                                                                                                                                                                            | CCC000545333                                                                                                                                                                                                                             |
|         | Course Title (CB02)         | Community Based Learning in Intercultural Studies - Systems                                                                                                                             | Community Based Learning in Intercultural Studies - Systems                                                                                                                                                                              |
|         | Short Course Title          | COMM BASED LRNG IN ICS-SYSTEMS                                                                                                                                                          | COMM BASED LRNG IN ICS-SYSTEMS                                                                                                                                                                                                           |
|         | TOP Code (CB03)             | 4930.72                                                                                                                                                                                 | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|         | CIP Code                    | Job-Seeking/Changing Skills.                                                                                                                                                            | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|         | Department                  | ICS - Intercultural Studies                                                                                                                                                             | ICS - Intercultural Studies                                                                                                                                                                                                              |
| !       | Effective Term              | Fall 2021                                                                                                                                                                               | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|         | SAM Priority Code (CB09)    | E - Non-Occupational                                                                                                                                                                    | E - Non-Occupational                                                                                                                                                                                                                     |
| !       | Course Description          | This course provides students with practical work in a community, business, or civic institution and reflection on the implications of that engagement work on changing social systems. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| !       | Course Type (CB27)          | No value                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                         |
| !       | Mode of Delivery            | No value                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Online</li> </ul>                                                                                                                                                                                 |

## Faculty Requirements

| Changed | Field        | Current Version | Proposed Version                                                 |
|---------|--------------|-----------------|------------------------------------------------------------------|
| !       | Discipline 1 | No value        | <ul style="list-style-type: none"> <li>Ethnic Studies</li> </ul> |

| Changed                                                                           | Field        | Current Version | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|--------------|-----------------|-----------------------------------------------------------------------------|
|  | Discipline 2 | No value        | <ul style="list-style-type: none"> <li>Social Science</li> </ul>            |
|                                                                                   | Discipline 3 | No value        | No value                                                                    |
|  | FSA          | No value        | <ul style="list-style-type: none"> <li>FHDA FSA - ETHNIC STUDIES</li> </ul> |

### Course Justification

| Changed | Field                | Current Version                                                                                                                                                                                                                                                                                                   | Proposed Version                                                                                                                                                                                                                                                                                                                        |
|---------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Course Justification | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on advanced level practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on advanced level practical civic engagement work, specifically related to intercultural issues and dynamics. |

### 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

No

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Please summarize the ways in which your course includes DEI.

No value

Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning. The course builds significant choice into students' participation allowing students to connect source content to their own lives and engage in ways that meet their individual needs. Outline provides opportunities to reflect on systemic inequity. While course materials do not directly reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.



Please check all areas in the COR that address DEI.

No value

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

## More Options

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

### UC Transferable and/or Lower-Division Major Requirement

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



## Associated Programs

| Changed | Field                       | Current Version           |                                               | Proposed Version          |                                               |
|---------|-----------------------------|---------------------------|-----------------------------------------------|---------------------------|-----------------------------------------------|
|         | Course is part of a program | <b>Associated Program</b> | Leadership and Social Change                  | <b>Associated Program</b> | Leadership and Social Change                  |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |

## Transferability &amp; Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                               | Current Version |  | Proposed Version |  |
|---------|-------------------------------------|-----------------|--|------------------|--|
|         | <b>Lecture Hours - In Class</b>     | 0               |  | 0                |  |
|         | <b>Lecture Hours - Out of Class</b> | 0               |  | 0                |  |
|         | <b>Laboratory Hours - In Class</b>  | 3               |  | 3                |  |

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

#### Course Student Hours - Profile Name: Default Profile

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

| Changed | Field                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course In-Class (Contact) Hours</b>   | 36              | 36               |
|         | <b>Total - Course Out-of-Class Hours</b>         | 0               | 0                |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 1               | 1                |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 1               | 1                |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                                      | Current Version            | Proposed Version           |
|---------|------------------------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>                        | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>                         | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b>                   | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>                      | Not Applicable.            | Not Applicable.            |
|         | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/>   | <input type="checkbox"/>   |
|         | <b>Variable Credit Course</b>                              | <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 | <div> <b>Methods of Instruction</b> </div> <div> <b>Methods of Instruction</b> <p>Practical work in a community placement.<br/>Doing various forms of practical activity, and reflecting on that activity.<br/>Field observation and field trips.</p> </div>                                                                                                                                                                                                                                                                                                                                                  | <div> <b>Methods of Instruction</b> <p>Methods of Instruction</p> </div> <div> <b>Methods of Instruction</b> <p>Practical work in a community placement of the students choosing.<br/>Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</p> </div>                                                                                                                                                                                                                                                                                                                                                                              |
| !       | Assignments            | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for analytical reflection on the activities. Include in the journal a deep level analysis of the efficacy of the activities for learning. Each unit should have approximately twelve pages of journal writing.</li> <li>3. Write an analytical final essay on the activity. Include in the essay an assessment of the efficacy of the activities for learning. Each unit should correspond to approximately 10 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of final essay to be evaluated based on an integration of learning from the student's practical experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------|-------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course.This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

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



| Changed                                                                                                                                                                                                                                                                                                                            | Field                                                                                                    | Current Version                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                             |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|--------------|----------|------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------|--------|---------------------------------------|-----------|-----------|--------------|------|------|----------|
| <div><div>!</div></div>                                                                                                                                                                                                                                                                                                            | Examples of Primary Texts and References                                                                 | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</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    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | Succeeding at your Internship: A Handbook<br>Written for and with Students                                                                                   |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Christopher J. Mruk and John. C. Moor                                                                                                                        |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | LibreText                                                                                                                                                    |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | 2025                                                                                                                                                         |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | 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>Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press.</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    | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</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                                                                                                                                                       | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. | Publisher | No value                                                                                                                                                     | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                              | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                             | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                          | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                       | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| ISBN                                                                                                                                                                                                                                                                                                                               | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |

| Changed                                                                           | Field                  | Current Version                            | Proposed Version                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------|------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Suggested Reading List | <b>Reading List</b>                        | Cipolle, Susan.(2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc.                                       |
|                                                                                   |                        | <b>May include, but are not limited to</b> | No value                                                                                                                                                                                          |
|                                                                                   |                        | <b>Reading List</b>                        | Minieri, Joan; Getsos, Paul.(2007). "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.                                        |
|                                                                                   |                        | <b>May include, but are not limited to</b> | No value                                                                                                                                                                                          |
|                                                                                   |                        | <b>Reading List</b>                        | Reinsborough, Patrick; Canning, Doyle. (2010). "Re:Imagining Change - How to Use Story-based Strategy to Win Campaigns, Build Movements, and Change the World". Oakland, CA: PM Press, Publisher. |
|                                                                                   |                        | <b>May include, but are not limited to</b> | No value                                                                                                                                                                                          |
|                                                                                   |                        |                                            |                                                                                                                                                                                                   |
|                                                                                   |                        |                                            |                                                                                                                                                                                                   |
|                                                                                   |                        |                                            |                                                                                                                                                                                                   |

| Learning Outcomes |
|-------------------|
|                   |

| Changed                                                                           | Field                    | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                          | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will attempt to lead to systemic change.</li> <li>Describe the impacts of the engagement work on making systemic change.</li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturally-related issue or topic in ways that will attempt to lead to systemic change.</li> <li>Describe the impacts of the engagement work on making systemic change.</li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.</li> </ul> |

**CSLOs**

**CSLOs** Demonstrate an understanding of the strategies needed to make significant systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate an understanding of the strategies needed to make significant systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the aspects of organizing that lead to systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the aspects of organizing that lead to systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make transformative change in our communities.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make transformative change in our communities.

**Expected SLO Performance** 0.0

**Course Outline**

| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <ol style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.               <ol style="list-style-type: none"> <li>Make connection with an organization and agree to do some piece of advanced level work such as taking leadership in organizing an event or organization, or supporting the staff at a non-profit at an advanced level.</li> <li>Carry out the duties agreed to in a written contract</li> </ol> </li> <li>Describe the impacts of the engagement work on making making systemic change.               <ol style="list-style-type: none"> <li>Analyze with some depth the approach taken by the organization to solving the problems the practical work is trying to solve. For example: If you are working for a community organization that is trying to eliminate poverty, how do those activities lead or not lead to really meeting those objectives.</li> <li>Analyze with some depth the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.               <ol style="list-style-type: none"> <li>Analyze the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>Apply the frameworks used in intercultural studies to an analysis of the practical activities student is engaged with.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.               <ol style="list-style-type: none"> <li>Make connection with an organization and agree to do some piece of advanced level work such as taking leadership in organizing an event or organization, or supporting the staff at a non-profit at an advanced level.</li> <li>Carry out the duties agreed to in a written contract</li> </ol> </li> <li>Describe the impacts of the engagement work on making systemic change.               <ol style="list-style-type: none"> <li>Analyze with some depth the approach taken by the organization to solving the problems the practical work is trying to solve. For example: If you are working for a community organization that is trying to eliminate poverty, how do those activities lead or not lead to really meeting those objectives.</li> <li>Analyze with some depth the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.               <ol style="list-style-type: none"> <li>Analyze the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>Apply the frameworks used in intercultural studies to an analysis of the practical activities student is engaged with.</li> <li>Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</li> </ol> </li> </ol> |

| Changed | Field                               | Current Version | Proposed Version |
|---------|-------------------------------------|-----------------|------------------|
|         | <b>Lab Component in this Course</b> | No              | No               |
|         | <b>Lab Outline</b>                  | No value        | No value         |

## Curriculum Office

| Changed | Questions                                      | Current Version | Proposed Version |
|---------|------------------------------------------------|-----------------|------------------|
| !       | <b>Banner Start Term (202122)</b>              | 202122          | No Value         |
| !       | <b>Banner Division</b>                         | 2IC             | No Value         |
| !       | <b>Catalog Term (21-22)</b>                    | 21-22           | No Value         |
| !       | <b>5 Year Revision Year (2021)</b>             | 2020            | No Value         |
| !       | <b>Effective Quarter</b>                       | Fall            | No Value         |
| !       | <b>Effective Year (2021)</b>                   | 2020            | No Value         |
|         | <b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>        | ICS 082W        | ICS 082W         |
|         | <b>Course Status</b>                           | Non-substantial | Non-substantial  |
| !       | <b>Course Status Code</b>                      | A               | No Value         |
| !       | <b>Banner Department</b>                       | ICS             | No Value         |
| !       | <b>Course Level</b>                            | DU              | No Value         |
| !       | <b>College Code</b>                            | DA              | No Value         |
|         | <b>Course Characteristics</b>                  | NA              | NA               |
|         | <b>Cross-Listed/Related Course Information</b> | Related Child   | Related Child    |
|         | <b>Cross-Listed/Related Course ID's</b>        | ICS 82          | ICS 82           |

| Changed | Questions                                                                                                                                                                              | Current Version                                                                                      | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
| !       | <b>CTE Status</b>                                                                                                                                                                      | No                                                                                                   | No Value         |
|         | <b>DL Approval Date (MM/DD/YYYY)</b>                                                                                                                                                   | No Value                                                                                             | No Value         |
|         | <b>Hybrid Approval Date (MM/DD/YYYY)</b>                                                                                                                                               | No Value                                                                                             | No Value         |
| !       | <b>Emergency Approval</b>                                                                                                                                                              | No                                                                                                   | No Value         |
| !       | <b>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)</b> | N                                                                                                    | No Value         |
| !       | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>   | N                                                                                                    | No Value         |
| !       | <b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                            | N                                                                                                    | No Value         |

| Changed | Questions                                  | Current Version                                                                                        | Proposed Version                                                                                       |
|---------|--------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| !       | In Service Indicator                       | N                                                                                                      | No Value                                                                                               |
| !       | Sports/Physical Education Course Indicator | N                                                                                                      | No Value                                                                                               |
| !       | COA Code                                   | C                                                                                                      | No Value                                                                                               |
| !       | Fund Code                                  | 114000                                                                                                 | No Value                                                                                               |
| !       | Organization Code                          | 234003                                                                                                 | No Value                                                                                               |
| !       | Account Code                               | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code                               | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                                    | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes                    | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog                  | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D082., ICS D082X, ICS D082Y or ICS D082Z.) | (Not open to students with credit in ICS D082., ICS D082X, ICS D082Y or ICS D082Z.) |
|         | Entrance Skills(s):                  | No Value                                                                            | No Value                                                                            |
|         | Entrance Skill(s) - Other:           | No Value                                                                            | No Value                                                                            |

| Changed | Questions                                   | Current Version | Proposed Version |
|---------|---------------------------------------------|-----------------|------------------|
|         | <b>General Course Statement(s):</b>         | No Value        | No Value         |
|         | <b>General Course Statement(s) - Other:</b> | No Value        | No Value         |

### Blue Form

| Changed | Questions                                                                                                                                                                                                                                                                               | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>For changes to the units and hours tab;<br/>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.</b> | No Value        | No Value         |
|         | <b>1. Is the unit(s) change required for articulation?</b>                                                                                                                                                                                                                              | No Value        | No Value         |
|         | <b>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.</b>                                                                                                           | No Value        | No Value         |
|         | <b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>                                                                                                                                                                            | No Value        | No Value         |



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

### A-Matrix Form

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

| Changed | Questions                                                                                                     | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2:</b><br>Compose essays drawn from personal experience and assigned texts.                      | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.              | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.     | No Value        | No Value         |

### B-Matrix Form

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

| Changed | Questions                                                                                                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>     | No Value        | No Value         |
|         | <b>Objective 2: Develop analytical ideas and topics for essays.</b>                                                                  | No Value        | No Value         |
|         | <b>Objective 3: Compose and support thesis statements for analytical essays.</b>                                                     | No Value        | No Value         |
|         | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | No Value         |
|         | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | No Value         |
|         | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | No Value         |
|         | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | No Value         |
|         | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | No Value        | No Value         |

| Changed | Questions                                                                    | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 9:<br/>Demonstrate appropriate grammar usage and mechanics.</b> | No Value        | No Value         |

### C-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                                            | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1:<br/>Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>                                                                                                                   | No Value        | No Value         |

| Changed | Questions                                                                                                                                                             | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2:</b><br>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         |
|         | <b>Objective 3:</b><br>Produce written work using a cyclical process of multiples drafts and revisions.                                                               | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Demonstrate the ability to include a variety of sentence structures in writing.                                                                | No Value        | No Value         |
|         | <b>Objective 5:</b> 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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1:<br/>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.</b>                                                                 | No Value        | No Value         |
|         | <b>Objective 2:<br/>Investigate the use of mathematics in real world.</b>                                                                                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 3:<br/>Explore functions.</b>                                                                                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 4:<br/>Develop linear function models.</b>                                                                                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 5: Use systems of two linear equations to solve real world problems.</b>                                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                    | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>    | No Value        | No Value         |
|         | <b>Objective 7: Examine exponential expressions and develop exponential function models.</b> | No Value        | No Value         |
|         | <b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b> | No Value        | No Value         |
|         | <b>Objective 9: Develop quadratic function models to solve problems.</b>                     | No Value        | No Value         |
|         | <b>Objective 10: Investigate the characteristics of rational expressions.</b>                | No Value        | No Value         |
|         | <b>Objective 11: Develop skills to work with radical expressions.</b>                        | No Value        | No Value         |

E-Matrix Form

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



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

### F-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                  | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1:<br/>Develop, throughout the course as applicable, systematic problem solving methods.</b>                                                                                                                                  | No Value        | No Value         |
|         | <b>Objective 2:<br/>Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>                                                                                                                        | No Value        | No Value         |
|         | <b>Objective 3:<br/>Apply the order of operations to evaluate signed numerical expressions.</b>                                                                                                                                            | No Value        | No Value         |
|         | <b>Objective 4:<br/>Solve problems involving operations with signed numbers.</b>                                                                                                                                                           | No Value        | No Value         |
|         | <b>Objective 5:<br/>Explore the characteristics and properties of real numbers.</b>                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>                                                        | No Value        | No Value         |
|         | <b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>                                                                                      | No Value        | No Value         |
|         | <b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b> | No Value        | No Value         |
|         | <b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>                                                                      | No Value        | No Value         |
|         | <b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>                                                                               | No Value        | No Value         |
|         | <b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>                                                                     | No Value        | No Value         |

| Changed | Questions                                                                                                                           | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world. | No Value        | No Value         |

G-Matrix Form

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

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

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

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

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

| Changed | Questions                                                                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>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 |
|---------|----------------------------------------|-----------------|------------------|
|         | <b>Stage 2:</b><br>Department<br>Chair | No Value        | No Value         |



| Changed                                                                           | Questions                              | Current Version | Proposed Version |                |                                          |              |                                                                                                                                                                                                                                               |  |                                                                 |
|-----------------------------------------------------------------------------------|----------------------------------------|-----------------|------------------|----------------|------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------|
|  | Stage 3: DEI                           | No Value        |                  |                |                                          |              |                                                                                                                                                                                                                                               |  | Initiator - Indicate "Y" When Completed or Initiator's Response |
|                                                                                   |                                        |                 | Date             | Tab            | Part - Field                             | Type of Edit | Edit                                                                                                                                                                                                                                          |  |                                                                 |
|                                                                                   |                                        |                 | 03/02/2026       | Specifications | Examples of Primary Texts and References | Suggested    | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please let me know in the initiator response box and consider adding to DEI statement. |  | added a statement on materials                                  |
|                                                                                   | Stage 4: Articulation Officer          | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                               |  |                                                                 |
|                                                                                   | Stage 5: De Anza General Education     | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                               |  |                                                                 |
|                                                                                   | Stage 6: Content Review Matrix Liaison | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                               |  |                                                                 |
|                                                                                   | Stage 7: Dean of Online Learning       | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                               |  |                                                                 |
|                                                                                   | Stage 8: SLO Coordinator               | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                               |  |                                                                 |
|                                                                                   | Stage 10: Curriculum Committee         | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                               |  |                                                                 |

Course Administration Codes

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

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

| Changed | Field                              | Current Version         |
|---------|------------------------------------|-------------------------|
|         | Curriculum ID                      | ICSD082W                |
|         | Distance Education Approved        | No                      |
|         | Board of Trustees Approval Date    |                         |
|         | Curriculum Committee Approval Date |                         |
|         | Time to Next Review                | Sep 1, 2025 12:00:00 AM |
|         | External Review Approval Date      | Sep 1, 2020 12:00:00 AM |
|         | Course Control Number              | CCC000545333            |

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

De Anza College

# Change Report

03/27/2026

## Summary of Changes

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

| 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: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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"> <li>eLumenData, eLumenData</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>Cynthia Kaufman</li> <li>Esquivel Moreno, Angelica</li> </ul>                                                                                                                                     |
|         | Course ID (CB01A and CB01B) | ICSD082X                                                                                                                                                                                | ICSD082X                                                                                                                                                                                                                                 |
|         | Course Control Number       | CCC000545334                                                                                                                                                                            | CCC000545334                                                                                                                                                                                                                             |
|         | Course Title (CB02)         | Community Based Learning in Intercultural Studies - Systems                                                                                                                             | Community Based Learning in Intercultural Studies - Systems                                                                                                                                                                              |
|         | Short Course Title          | COMM BASED LRNG IN ICS-SYSTEMS                                                                                                                                                          | COMM BASED LRNG IN ICS-SYSTEMS                                                                                                                                                                                                           |
|         | TOP Code (CB03)             | 4930.72                                                                                                                                                                                 | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|         | CIP Code                    | Job-Seeking/Changing Skills.                                                                                                                                                            | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|         | Department                  | ICS - Intercultural Studies                                                                                                                                                             | ICS - Intercultural Studies                                                                                                                                                                                                              |
| !       | Effective Term              | Fall 2021                                                                                                                                                                               | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|         | SAM Priority Code (CB09)    | E - Non-Occupational                                                                                                                                                                    | E - Non-Occupational                                                                                                                                                                                                                     |
| !       | Course Description          | This course provides students with practical work in a community, business, or civic institution and reflection on the implications of that engagement work on changing social systems. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| !       | Course Type (CB27)          | No value                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                         |
| !       | Mode of Delivery            | No value                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Online</li> </ul>                                                                                                                                                                                 |

## Faculty Requirements

| Changed | Field        | Current Version | Proposed Version                                                 |
|---------|--------------|-----------------|------------------------------------------------------------------|
| !       | Discipline 1 | No value        | <ul style="list-style-type: none"> <li>Ethnic Studies</li> </ul> |

| Changed                                                                           | Field        | Current Version | Proposed Version            |
|-----------------------------------------------------------------------------------|--------------|-----------------|-----------------------------|
|  | Discipline 2 | No value        | • Social Science            |
|                                                                                   | Discipline 3 | No value        | No value                    |
|  | FSA          | No value        | • FHDA FSA - ETHNIC STUDIES |

### Course Justification

| Changed | Field                | Current Version                                                                                                                                                                                                                                                                                                   | Proposed Version                                                                                                                                                                                                                                                                                                                        |
|---------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Course Justification | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on advanced level practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on advanced level practical civic engagement work, specifically related to intercultural issues and dynamics. |

### 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

No

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|



Please check all areas in the COR that address DEI.

No value

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

Please summarize the ways in which your course includes DEI.

No value

Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning The course builds significant choice into students' participation allowing students to connect source content to their own lives and engage in ways that meet their individual needs Outline provides opportunities to reflect on systemic inequity. While course materials do not directly reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.

## More Options



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

### UC Transferable and/or Lower-Division Major Requirement

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

## Associated Programs

| Changed | Field                       | Current Version           |                                               | Proposed Version          |                                               |
|---------|-----------------------------|---------------------------|-----------------------------------------------|---------------------------|-----------------------------------------------|
|         | Course is part of a program | <b>Associated Program</b> | Leadership and Social Change                  | <b>Associated Program</b> | Leadership and Social Change                  |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |

## Transferability &amp; Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                               | Current Version |  | Proposed Version |  |
|---------|-------------------------------------|-----------------|--|------------------|--|
|         | <b>Lecture Hours - In Class</b>     | 0               |  | 0                |  |
|         | <b>Lecture Hours - Out of Class</b> | 0               |  | 0                |  |
|         | <b>Laboratory Hours - In Class</b>  | 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                          | 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                |

| Changed | Field                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course In-Class (Contact) Hours</b>   | 72              | 72               |
|         | <b>Total - Course Out-of-Class Hours</b>         | 0               | 0                |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 2               | 2                |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 2               | 2                |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                                      | Current Version            | Proposed Version           |
|---------|------------------------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>                        | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>                         | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b>                   | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>                      | Not Applicable.            | Not Applicable.            |
|         | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/>   | <input type="checkbox"/>   |
|         | <b>Variable Credit Course</b>                              | <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 | <b>Methods of Instruction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Methods of Instruction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |                        | <b>Methods of Instruction</b> <p>Practical work in a community placement.<br/>Doing various forms of practical activity, and reflecting on that activity.<br/>Field observation and field trips.</p>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Methods of Instruction</b> <p>Practical work in a community placement of the students choosing.<br/>Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| !       | Assignments            | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for analytical reflection on the activities. Include in the journal a deep level analysis of the efficacy of the activities for learning. Each unit should have approximately twelve pages of journal writing.</li> <li>3. Write an analytical final essay on the activity. Include in the essay an assessment of the efficacy of the activities for learning. Each unit should correspond to approximately 10 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of final essay to be evaluated based on an integration of learning from the student's practical experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |



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

| Changed                                                                                                                                                                                                                                                                                                                            | Field                                                                                                    | Current Version                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                             |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|--------------|----------|------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------|--------|---------------------------------------|-----------|-----------|--------------|------|------|----------|
| <div><div>!</div></div>                                                                                                                                                                                                                                                                                                            | Examples of Primary Texts and References                                                                 | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</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    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | Succeeding at your Internship: A Handbook<br>Written for and with Students                                                                                   |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Christopher J. Mruk and John. C. Moor                                                                                                                        |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | LibreText                                                                                                                                                    |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | 2025                                                                                                                                                         |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press.</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    | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</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                                                                                                                                                       | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. | Publisher | No value                                                                                                                                                     | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                              | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                             | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Cipolle, Susan.(2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc.</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>Minieri, Joan; Getsos, Paul.(2007). "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.</div></div>                                        |                  |
|                                                                                   |                        | <div><div>May include, but are not limited to</div><div>No value</div></div>                                                                                                                                                                   |                  |
|                                                                                   |                        | <div><div>Reading List</div><div>Reinsborough, Patrick; Canning, Doyle. (2010). "Re:Imagining Change - How to Use Story-based Strategy to Win Campaigns, Build Movements, and Change the World". Oakland, CA: PM Press, Publisher.</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                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturality-related issue or topic in ways that will attempt to lead to systemic change.</li> <li>Describe the impacts of the engagement work on making systemic change.</li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an interculturality-related issue or topic in ways that will attempt to lead to systemic change.</li> <li>Describe the impacts of the engagement work on making systemic change.</li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.</li> </ul> |

**CSLOs**

|                                 |                                                                                            |                                 |                                                                                            |
|---------------------------------|--------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------|
| <b>CSLOs</b>                    | Demonstrate an understanding of the strategies needed to make significant systemic change. | <b>CSLOs</b>                    | Demonstrate an understanding of the strategies needed to make significant systemic change. |
| <b>Expected SLO Performance</b> | 0.0                                                                                        | <b>Expected SLO Performance</b> | 0.0                                                                                        |
| <b>CSLOs</b>                    | Analyze the aspects of organizing that lead to systemic change.                            | <b>CSLOs</b>                    | Analyze the aspects of organizing that lead to systemic change.                            |
| <b>Expected SLO Performance</b> | 0.0                                                                                        | <b>Expected SLO Performance</b> | 0.0                                                                                        |
| <b>CSLOs</b>                    | Develop skills to make transformative change in our communities.                           | <b>CSLOs</b>                    | Develop skills to make transformative change in our communities.                           |
| <b>Expected SLO Performance</b> | 0.0                                                                                        | <b>Expected SLO Performance</b> | 0.0                                                                                        |

**Course Outline**

| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <ol style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.               <ol style="list-style-type: none"> <li>Make connection with an organization and agree to do some piece of advanced level work such as taking leadership in organizing an event or organization, or supporting the staff at a non-profit at an advanced level.</li> <li>Carry out the duties agreed to in a written contract</li> </ol> </li> <li>Describe the impacts of the engagement work on making making systemic change.               <ol style="list-style-type: none"> <li>Analyze with some depth the approach taken by the organization to solving the problems the practical work is trying to solve. For example: If you are working for a community organization that is trying to eliminate poverty, how do those activities lead or not lead to really meeting those objectives.</li> <li>Analyze with some depth the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.               <ol style="list-style-type: none"> <li>Analyze the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>Apply the frameworks used in intercultural studies to an analysis of the practical activities student is engaged with.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.               <ol style="list-style-type: none"> <li>Make connection with an organization and agree to do some piece of advanced level work such as taking leadership in organizing an event or organization, or supporting the staff at a non-profit at an advanced level.</li> <li>Carry out the duties agreed to in a written contract</li> </ol> </li> <li>Describe the impacts of the engagement work on making systemic change.               <ol style="list-style-type: none"> <li>Analyze with some depth the approach taken by the organization to solving the problems the practical work is trying to solve. For example: If you are working for a community organization that is trying to eliminate poverty, how do those activities lead or not lead to really meeting those objectives.</li> <li>Analyze with some depth the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.               <ol style="list-style-type: none"> <li>Analyze the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>Apply the frameworks used in intercultural studies to an analysis of the practical activities student is engaged with.</li> <li>Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</li> </ol> </li> </ol> |

| Changed | Field                               | Current Version | Proposed Version |
|---------|-------------------------------------|-----------------|------------------|
|         | <b>Lab Component in this Course</b> | No              | No               |
|         | <b>Lab Outline</b>                  | No value        | No value         |

## Curriculum Office

| Changed | Questions                                      | Current Version | Proposed Version |
|---------|------------------------------------------------|-----------------|------------------|
| !       | <b>Banner Start Term (202122)</b>              | 202122          | No Value         |
| !       | <b>Banner Division</b>                         | 2IC             | No Value         |
| !       | <b>Catalog Term (21-22)</b>                    | 21-22           | No Value         |
| !       | <b>5 Year Revision Year (2021)</b>             | 2020            | No Value         |
| !       | <b>Effective Quarter</b>                       | Fall            | No Value         |
| !       | <b>Effective Year (2021)</b>                   | 2020            | No Value         |
|         | <b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>        | ICS 082X        | ICS 082X         |
|         | <b>Course Status</b>                           | Non-substantial | Non-substantial  |
| !       | <b>Course Status Code</b>                      | A               | No Value         |
| !       | <b>Banner Department</b>                       | ICS             | No Value         |
| !       | <b>Course Level</b>                            | DU              | No Value         |
| !       | <b>College Code</b>                            | DA              | No Value         |
|         | <b>Course Characteristics</b>                  | NA              | NA               |
|         | <b>Cross-Listed/Related Course Information</b> | Related Child   | Related Child    |
|         | <b>Cross-Listed/Related Course ID's</b>        | ICS 82          | ICS 82           |

| Changed | Questions                                                                                                                                                                              | Current Version                                                                                      | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
| !       | <b>CTE Status</b>                                                                                                                                                                      | No                                                                                                   | No Value         |
|         | <b>DL Approval Date (MM/DD/YYYY)</b>                                                                                                                                                   | No Value                                                                                             | No Value         |
|         | <b>Hybrid Approval Date (MM/DD/YYYY)</b>                                                                                                                                               | No Value                                                                                             | No Value         |
| !       | <b>Emergency Approval</b>                                                                                                                                                              | No                                                                                                   | No Value         |
| !       | <b>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)</b> | N                                                                                                    | No Value         |
| !       | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>   | N                                                                                                    | No Value         |
| !       | <b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                            | N                                                                                                    | No Value         |

| Changed | Questions                                  | Current Version                                                                                        | Proposed Version                                                                                       |
|---------|--------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| !       | In Service Indicator                       | N                                                                                                      | No Value                                                                                               |
| !       | Sports/Physical Education Course Indicator | N                                                                                                      | No Value                                                                                               |
| !       | COA Code                                   | C                                                                                                      | No Value                                                                                               |
| !       | Fund Code                                  | 114000                                                                                                 | No Value                                                                                               |
| !       | Organization Code                          | 234003                                                                                                 | No Value                                                                                               |
| !       | Account Code                               | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code                               | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                                    | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes                    | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog                  | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D082., ICS D082W, ICS D082Y or ICS D082Z.) | (Not open to students with credit in ICS D082., ICS D082W, ICS D082Y or ICS D082Z.) |
|         | Entrance Skills(s):                  | No Value                                                                            | No Value                                                                            |
|         | Entrance Skill(s) - Other:           | No Value                                                                            | No Value                                                                            |



| Changed | Questions                                   | Current Version | Proposed Version |
|---------|---------------------------------------------|-----------------|------------------|
|         | <b>General Course Statement(s):</b>         | No Value        | No Value         |
|         | <b>General Course Statement(s) - Other:</b> | No Value        | No Value         |

### Blue Form

| Changed | Questions                                                                                                                                                                                                                                                                               | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>For changes to the units and hours tab;<br/>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.</b> | No Value        | No Value         |
|         | <b>1. Is the unit(s) change required for articulation?</b>                                                                                                                                                                                                                              | No Value        | No Value         |
|         | <b>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.</b>                                                                                                           | No Value        | No Value         |
|         | <b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>                                                                                                                                                                            | No Value        | No Value         |

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

### A-Matrix Form

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

| Changed | Questions                                                                                                     | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2:</b><br>Compose essays drawn from personal experience and assigned texts.                      | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.              | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.     | No Value        | No Value         |

### B-Matrix Form

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

| Changed | Questions                                                                                                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>     | No Value        | No Value         |
|         | <b>Objective 2: Develop analytical ideas and topics for essays.</b>                                                                  | No Value        | No Value         |
|         | <b>Objective 3: Compose and support thesis statements for analytical essays.</b>                                                     | No Value        | No Value         |
|         | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | No Value         |
|         | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | No Value         |
|         | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | No Value         |
|         | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | No Value         |
|         | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | No Value        | No Value         |

| Changed | Questions                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 9:</b><br><b>Demonstrate</b><br><b>appropriate</b><br><b>grammar usage and</b><br><b>mechanics.</b> | No Value        | No Value         |

### C-Matrix Form

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

| Changed | Questions                                                                                                                                                             | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2:</b><br>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         |
|         | <b>Objective 3:</b><br>Produce written work using a cyclical process of multiples drafts and revisions.                                                               | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Demonstrate the ability to include a variety of sentence structures in writing.                                                                | No Value        | No Value         |
|         | <b>Objective 5:</b> 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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                                                     | No Value        | No Value         |
|         | <b>Objective 2: Investigate the use of mathematics in real world.</b>                                                                                                                                                                                        | No Value        | No Value         |
|         | <b>Objective 3: Explore functions.</b>                                                                                                                                                                                                                       | No Value        | No Value         |
|         | <b>Objective 4: Develop linear function models.</b>                                                                                                                                                                                                          | No Value        | No Value         |
|         | <b>Objective 5: Use systems of two linear equations to solve real world problems.</b>                                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                    | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>    | No Value        | No Value         |
|         | <b>Objective 7: Examine exponential expressions and develop exponential function models.</b> | No Value        | No Value         |
|         | <b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b> | No Value        | No Value         |
|         | <b>Objective 9: Develop quadratic function models to solve problems.</b>                     | No Value        | No Value         |
|         | <b>Objective 10: Investigate the characteristics of rational expressions.</b>                | No Value        | No Value         |
|         | <b>Objective 11: Develop skills to work with radical expressions.</b>                        | No Value        | No Value         |

E-Matrix Form



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

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

### F-Matrix Form

| Changed | Questions                                                                                                                                                                                                                                  | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>Objective 1:<br/>Develop, throughout the course as applicable, systematic problem solving methods.</b>                                                                                                                                  | No Value        | No Value         |
|         | <b>Objective 2:<br/>Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>                                                                                                                        | No Value        | No Value         |
|         | <b>Objective 3:<br/>Apply the order of operations to evaluate signed numerical expressions.</b>                                                                                                                                            | No Value        | No Value         |
|         | <b>Objective 4:<br/>Solve problems involving operations with signed numbers.</b>                                                                                                                                                           | No Value        | No Value         |
|         | <b>Objective 5:<br/>Explore the characteristics and properties of real numbers.</b>                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>                                                        | No Value        | No Value         |
|         | <b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>                                                                                      | No Value        | No Value         |
|         | <b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b> | No Value        | No Value         |
|         | <b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>                                                                      | No Value        | No Value         |
|         | <b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>                                                                               | No Value        | No Value         |
|         | <b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>                                                                     | No Value        | No Value         |

| Changed | Questions                                                                                                                                     | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 12:</b><br>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><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>                                                    | No Value        | No Value         |
|         | <p><b>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.</b></p> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

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

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



| Changed | Questions                                                                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>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 |
|---------|-------------------------------------|-----------------|------------------|
|         | <b>Stage 2:</b><br>Department Chair | No Value        | No Value         |

| Changed                                                                           | Questions                          | Current Version | Proposed Version |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                 | Initiator - Indicate "Y" When Completed or Initiator's Response |
|-----------------------------------------------------------------------------------|------------------------------------|-----------------|------------------|----------------|------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|                                                                                   |                                    |                 | Date             | Tab            | Part - Field                             | Type of Edit | Edit                                                                                                                                                                                                                                                                                                                                                            |                                                                 |
|  | Stage 3: DEI                       | No Value        |                  |                |                                          |              | Do course materials reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If yes, please let me know in the initiator response box and consider adding to DEI statement.                                                                                                                   |                                                                 |
|                                                                                   |                                    |                 | 03/02/2026       | Specifications | Examples of Primary Texts and References | Suggested    | <b><i>The following was added by the Faculty Initiator to the DEI statement, "While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI."</i></b> |                                                                 |
|                                                                                   | Stage 4: Articulation Officer      | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                 |                                                                 |
|                                                                                   | Stage 5: De Anza General Education | No Value        | No Value         |                |                                          |              |                                                                                                                                                                                                                                                                                                                                                                 |                                                                 |

| Changed | Questions                                     | Current Version | Proposed Version |
|---------|-----------------------------------------------|-----------------|------------------|
|         | <b>Stage 6: Content Review Matrix Liaison</b> | No Value        | No Value         |
|         | <b>Stage 7: Dean of Online Learning</b>       | No Value        | No Value         |
|         | <b>Stage 8: SLO Coordinator</b>               | No Value        | No Value         |
|         | <b>Stage 10: Curriculum Committee</b>         | 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         |
|---------|-------------------------------------------|-------------------------|
|         | <b>Curriculum ID</b>                      | ICSD082X                |
|         | <b>Distance Education Approved</b>        | No                      |
|         | <b>Board of Trustees Approval Date</b>    |                         |
|         | <b>Curriculum Committee Approval Date</b> |                         |
|         | <b>Time to Next Review</b>                | Sep 1, 2025 12:00:00 AM |
|         | <b>External Review Approval Date</b>      | Sep 1, 2020 12:00:00 AM |
|         | <b>Course Control Number</b>              | CCC000545334            |

### Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

| Changed | Field                                 | Current Version |
|---------|---------------------------------------|-----------------|
|         | Course<br>Crosswalk CRS-<br>DEPT-NAME |                 |
|         | Course<br>Crosswalk CRS-<br>NUMBER    |                 |

De Anza College

# Change Report

03/27/2026

## Summary of Changes

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

| 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: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Faculty Initiator</b>           | • eLumenData, eLumenData                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Cynthia Kaufman</li> <li>• Esquivel Moreno, Angelica</li> </ul>                                                                                                                                 |
|                                                                                     | <b>Course ID (CB01A and CB01B)</b> | ICSD082Y                                                                                                                                                                                | ICSD082Y                                                                                                                                                                                                                                 |
|                                                                                     | <b>Course Control Number</b>       | CCC000545335                                                                                                                                                                            | CCC000545335                                                                                                                                                                                                                             |
|                                                                                     | <b>Course Title (CB02)</b>         | Community Based Learning in Intercultural Studies - Systems                                                                                                                             | Community Based Learning in Intercultural Studies - Systems                                                                                                                                                                              |
|                                                                                     | <b>Short Course Title</b>          | COMM BASED LRNG IN ICS-SYSTEMS                                                                                                                                                          | COMM BASED LRNG IN ICS-SYSTEMS                                                                                                                                                                                                           |
|                                                                                     | <b>TOP Code (CB03)</b>             | 4930.72                                                                                                                                                                                 | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|                                                                                     | <b>CIP Code</b>                    | Job-Seeking/Changing Skills.                                                                                                                                                            | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|                                                                                     | <b>Department</b>                  | ICS - Intercultural Studies                                                                                                                                                             | ICS - Intercultural Studies                                                                                                                                                                                                              |
|  | <b>Effective Term</b>              | Fall 2021                                                                                                                                                                               | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|                                                                                     | <b>SAM Priority Code (CB09)</b>    | E - Non-Occupational                                                                                                                                                                    | E - Non-Occupational                                                                                                                                                                                                                     |
|  | <b>Course Description</b>          | This course provides students with practical work in a community, business, or civic institution and reflection on the implications of that engagement work on changing social systems. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
|  | <b>Course Type (CB27)</b>          | No value                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Lower Division</li> </ul>                                                                                                                                                                       |
|  | <b>Mode of Delivery</b>            | No value                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Online</li> </ul>                                                                                                                                                                               |

## Faculty Requirements

| Changed                                                                             | Field               | Current Version | Proposed Version                                                   |
|-------------------------------------------------------------------------------------|---------------------|-----------------|--------------------------------------------------------------------|
|  | <b>Discipline 1</b> | No value        | <ul style="list-style-type: none"> <li>• Ethnic Studies</li> </ul> |
|  | <b>Discipline 2</b> | No value        | <ul style="list-style-type: none"> <li>• Social Science</li> </ul> |

| Changed                                                                           | Field               | Current Version | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|---------------------|-----------------|-----------------------------------------------------------------------------|
|                                                                                   | <b>Discipline 3</b> | No value        | No value                                                                    |
|  | <b>FSA</b>          | No value        | <ul style="list-style-type: none"> <li>FHDA FSA - ETHNIC STUDIES</li> </ul> |

### Course Justification

| Changed | Field                       | Current Version                                                                                                                                                                                                                                                                                                   | Proposed Version                                                                                                                                                                                                                                                                                                                        |
|---------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>Course Justification</b> | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on advanced level practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on advanced level practical civic engagement work, specifically related to intercultural issues and dynamics. |

### Foothill Equivalency

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

### Course Philosophy

| Changed | Field                    | Current Version | Proposed Version |
|---------|--------------------------|-----------------|------------------|
|         | <b>Course Philosophy</b> | 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

No

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|



Please check all areas in the COR that address DEI.

No value

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

Please summarize the ways in which your course includes DEI.

No value

Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning The course builds significant choice into students' participation allowing students to connect source contend to their own lives and engage in ways that meet their individual needs While course materials do not directly reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI. Outline provides opportunities to reflect on systemic inequity. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.

## More Options

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

#### UC Transferable and/or Lower-Division Major Requirement

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

## Associated Programs

| Changed | Field                       | Current Version           |                                               | Proposed Version          |                                               |
|---------|-----------------------------|---------------------------|-----------------------------------------------|---------------------------|-----------------------------------------------|
|         | Course is part of a program | <b>Associated Program</b> | Leadership and Social Change                  | <b>Associated Program</b> | Leadership and Social Change                  |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |

## Transferability &amp; Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                               | Current Version |  | Proposed Version |  |
|---------|-------------------------------------|-----------------|--|------------------|--|
|         | <b>Lecture Hours - In Class</b>     | 0               |  | 0                |  |
|         | <b>Lecture Hours - Out of Class</b> | 0               |  | 0                |  |
|         | <b>Laboratory Hours - In Class</b>  | 9               |  | 9                |  |

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

### Course Student Hours - Profile Name: Default Profile

| Changed | Field                                                 | Current Version | Proposed Version |
|---------|-------------------------------------------------------|-----------------|------------------|
|         | Course Duration (Weeks)                               | 12              | 12               |
|         | Hours per unit divisor                                | 36              | 36               |
|         | Total Student Learning Hours                          | 108             | 108              |
|         | Lecture Hours - Course In-Class (Contact) per Term    | 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 |
|---------|--------------------------------------------------|-----------------|------------------|
|         | <b>Total - Course In-Class (Contact) Hours</b>   | 108             | 108              |
|         | <b>Total - Course Out-of-Class Hours</b>         | 0               | 0                |
|         | <b>Total Credit Units - Minimum Credit Units</b> | 3               | 3                |
|         | <b>Total Credit Units - Maximum Credit Units</b> | 3               | 3                |

### Speciality Hours

| Changed | Field                   | Current Version | Proposed Version |
|---------|-------------------------|-----------------|------------------|
|         | <b>Speciality Hours</b> | No value        | No value         |

### Credit / Non-Credit Options

| Changed | Field                                                      | Current Version            | Proposed Version           |
|---------|------------------------------------------------------------|----------------------------|----------------------------|
|         | <b>COURSE CLASSIFICATION STATUS</b>                        | Credit Course.             | Credit Course.             |
|         | <b>Course Credit Status (CB04)</b>                         | Credit - Degree Applicable | Credit - Degree Applicable |
|         | <b>Course Non Credit Category (CB22)</b>                   | Credit Course.             | Credit Course.             |
|         | <b>Funding Agency Category (CB23)</b>                      | Not Applicable.            | Not Applicable.            |
|         | <b>Cooperative Work Experience Education Status (CB10)</b> | <input type="checkbox"/>   | <input type="checkbox"/>   |
|         | <b>Variable Credit Course</b>                              | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Methods of Instruction</b> | <div> <b>Methods of Instruction</b> </div> <div> <b>Methods of Instruction</b> <p>Practical work in a community placement.</p> <p>Doing various forms of practical activity, and reflecting on that activity.</p> <p>Field observation and field trips.</p> </div>                                                                                                                                                                                                                                                                                                                                            | <div> <b>Methods of Instruction</b> </div> <div> <b>Methods of Instruction</b> <p>Practical work in a community placement of the students choosing.</p> <p>Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                         |
|  | <b>Assignments</b>            | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for analytical reflection on the activities. Include in the journal a deep level analysis of the efficacy of the activities for learning. Each unit should have approximately twelve pages of journal writing.</li> <li>3. Write an analytical final essay on the activity. Include in the essay an assessment of the efficacy of the activities for learning. Each unit should correspond to approximately 10 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |



| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of final essay to be evaluated based on an integration of learning from the student's practical experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

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

| 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>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</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    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press. | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Title                                                                                                                                                                                                                                                                                                                                                     | No value                                                                                                                        |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Author                                                                                                                                                                                                                                                                                                                                                    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press. |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Publisher                                                                                                                                                                                                                                                                                                                                                 | No value                                                                                                                        |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Date/Edition                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                        |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | ISBN                                                                                                                                                                                                                                                                                                                                                      | No value                                                                                                                        |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Title                                                                                                                                                                                                                                                                                                                                                     | Succeeding at your Internship: A Handbook<br>Written for and with Students                                                      |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Author                                                                                                                                                                                                                                                                                                                                                    | Christopher J. Mruk and John. C. Moor                                                                                           |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Publisher                                                                                                                                                                                                                                                                                                                                                 | LibreText                                                                                                                       |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Date/Edition                                                                                                                                                                                                                                                                                                                                              | 2025                                                                                                                            |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | ISBN                                                                                                                                                                                                                                                                                                                                                      | No value                                                                                                                        |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                          | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Title                                                                                                                                                                                                                                                                                                                                                     | No value                                                                                                                        |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | Author                                                                                                                                                                                                                                                                                                                                                    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                          |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              | 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>Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press.</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                                                                                                                          | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. | Publisher | No value                                                                                                                        | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                                                                                 | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</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                                                                                                                          | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.                                                     | Publisher | No value                                                                                                                        | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                                                                                 | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.                                                     |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                              |           |                                                                                                                                 |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |

| Changed                                                                           | Field                  | Current Version                                                                                                                                                                                                       | Proposed Version |
|-----------------------------------------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|  | Suggested Reading List | <b>Reading List</b> Cipolle, Susan.(2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc.                                       | No value         |
|                                                                                   |                        | <b>May include, but are not limited to</b>                                                                                                                                                                            |                  |
|                                                                                   |                        | <b>Reading List</b> Minieri, Joan; Getsos, Paul.(2007). "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.                                        |                  |
|                                                                                   |                        | <b>May include, but are not limited to</b>                                                                                                                                                                            |                  |
|                                                                                   |                        | <b>Reading List</b> Reinsborough, Patrick; Canning, Doyle. (2010). "Re:Imagining Change - How to Use Story-based Strategy to Win Campaigns, Build Movements, and Change the World". Oakland, CA: PM Press, Publisher. |                  |
|                                                                                   |                        | <b>May include, but are not limited to</b>                                                                                                                                                                            |                  |

| Learning Outcomes |
|-------------------|
|                   |

| Changed                                                                           | Field                    | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.</li> <li>Describe the impacts of the engagement work on making systemic change.</li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.</li> <li>Describe the impacts of the engagement work on making systemic change.</li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.</li> </ul> |

**CSLOs**

**CSLOs** Demonstrate an understanding of the strategies needed to make significant systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate an understanding of the strategies needed to make significant systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the aspects of organizing that lead to systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the aspects of organizing that lead to systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make transformative change in our communities.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make transformative change in our communities.

**Expected SLO Performance** 0.0

**Course Outline**

| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <ol style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.               <ol style="list-style-type: none"> <li>Make connection with an organization and agree to do some piece of advanced level work such as taking leadership in organizing an event or organization, or supporting the staff at a non-profit at an advanced level.</li> <li>Carry out the duties agreed to in a written contract</li> </ol> </li> <li>Describe the impacts of the engagement work on making making systemic change.               <ol style="list-style-type: none"> <li>Analyze with some depth the approach taken by the organization to solving the problems the practical work is trying to solve. For example: If you are working for a community organization that is trying to eliminate poverty, how do those activities lead or not lead to really meeting those objectives.</li> <li>Analyze with some depth the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.               <ol style="list-style-type: none"> <li>Analyze the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>Apply the frameworks used in intercultural studies to an analysis of the practical activities student is engaged with.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.               <ol style="list-style-type: none"> <li>Make connection with an organization and agree to do some piece of advanced level work such as taking leadership in organizing an event or organization, or supporting the staff at a non-profit at an advanced level.</li> <li>Carry out the duties agreed to in a written contract</li> </ol> </li> <li>Describe the impacts of the engagement work on making systemic change.               <ol style="list-style-type: none"> <li>Analyze with some depth the approach taken by the organization to solving the problems the practical work is trying to solve. For example: If you are working for a community organization that is trying to eliminate poverty, how do those activities lead or not lead to really meeting those objectives.</li> <li>Analyze with some depth the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.               <ol style="list-style-type: none"> <li>Analyze the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>Apply the frameworks used in intercultural studies to an analysis of the practical activities student is engaged with.</li> <li>Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</li> </ol> </li> </ol> |

| Changed | Field                        | Current Version | Proposed Version |
|---------|------------------------------|-----------------|------------------|
|         | 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)             | 2020            | No Value         |
| !       | Effective Quarter                       | Fall            | No Value         |
| !       | Effective Year (2021)                   | 2020            | No Value         |
|         | Sort ID (00 < 10; 0 < 100)              | ICS 082Y        | ICS 082Y         |
|         | 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                  | NA              | NA               |
|         | Cross-Listed/Related Course Information | Related Child   | Related Child    |
|         | Cross-Listed/Related Course ID's        | ICS 82          | ICS 82           |
| !       | CTE Status                              | No              | No Value         |



| Changed | Questions                                                                                                                                                                              | Current Version                                                                                      | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
|         | <b>DL Approval Date (MM/DD/YYYY)</b>                                                                                                                                                   | No Value                                                                                             | No Value         |
|         | <b>Hybrid Approval Date (MM/DD/YYYY)</b>                                                                                                                                               | No Value                                                                                             | No Value         |
| !       | <b>Emergency Approval</b>                                                                                                                                                              | No                                                                                                   | No Value         |
| !       | <b>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)</b> | N                                                                                                    | No Value         |
| !       | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>   | N                                                                                                    | No Value         |
| !       | <b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                            | N                                                                                                    | No Value         |
| !       | <b>In Service Indicator</b>                                                                                                                                                            | 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                          | 234003                                                                                                 | No Value                                                                                               |
| !       | Account Code                               | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code                               | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                                    | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes                    | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog                  | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D082., ICS D082W, ICS D082X or ICS D082Z.) | (Not open to students with credit in ICS D082., ICS D082W, ICS D082X or ICS D082Z.) |
|         | 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

**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 |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 3:</b><br>Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.              | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.     | No Value        | No Value         |

### B-Matrix Form

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

| Changed | Questions                                                                                                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2: Develop analytical ideas and topics for essays.</b>                                                                  | No Value        | No Value         |
|         | <b>Objective 3: Compose and support thesis statements for analytical essays.</b>                                                     | No Value        | No Value         |
|         | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | No Value         |
|         | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | No Value         |
|         | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | No Value         |
|         | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | No Value         |
|         | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | No Value        | No Value         |
|         | <b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>                                                             | 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:<br>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:<br>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:<br>Produce written work using a cyclical process of multiples drafts and revisions.                                                                                                                                                              | No Value        | No Value         |

| Changed | Questions                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Demonstrate the ability to include a variety of sentence structures in writing.           | No Value        | No Value         |
|         | <b>Objective 5: Edit</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |



| Changed | Questions                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>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         |
|         | <b>Objective 2:</b><br>Investigate the use of mathematics in real world.                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore functions.                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models.                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real world problems.                                                                                                       | No Value        | No Value         |
|         | <b>Objective 6:</b> Use linear inequalities in one variable to solve real world problems.                                                                                                   | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Examine exponential expressions and develop exponential function models.                                                                                             | No Value        | No Value         |

| Changed | Questions                                                                                       | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Examine logarithmic expressions and develop logarithmic function models. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Develop quadratic function models to solve problems.                     | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Investigate the characteristics of rational expressions.                | No Value        | No Value         |
|         | <b>Objective 11:</b><br>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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem-solving methods.                                                      | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                     | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real-world problems.                                                                         | No Value        | No Value         |
|         | <b>Objective 6:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b> Use inequalities to solve real world problems.                                                                            | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                          | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.           | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals. | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                     | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                    | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                 | No Value        | No Value         |
|         | <b>Objective 6:</b> Use estimation to determine approximate solutions and to check the reasonableness of answers.  | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                             | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                                                      | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                                               | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                                                     | No Value        | No Value         |
|         | <b>Objective 12:</b><br>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.                               | No Value        | No Value         |

### G-Matrix Form

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

### H-Matrix Form

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

| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form



| Changed | Questions                                                                                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                         | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                              | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 4:</b><br>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         |
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>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 6:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 7: Dean  
of Online  
Learning**

No Value

No Value

**Stage 8: SLO  
Coordinator**

No Value

No Value

**Stage 10:  
Curriculum  
Committee**

No Value

No Value

### Course Administration Codes

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

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

**Curriculum ID**

ICSD082Y

**Distance  
Education  
Approved**

No

**Board of  
Trustees  
Approval Date**

**Curriculum  
Committee  
Approval Date**

**Time to Next  
Review**

Sep 1, 2025 12:00:00 AM

**External Review  
Approval Date**

Sep 1, 2020 12:00:00 AM

**Course Control  
Number**

CCC000545335

### Articulation

| Changed | Field | Current Version |
|---------|-------|-----------------|
|---------|-------|-----------------|

| Changed | Field                                 | Current Version |
|---------|---------------------------------------|-----------------|
|         | Course<br>Crosswalk CRS-<br>DEPT-NAME |                 |
|         | Course<br>Crosswalk CRS-<br>NUMBER    |                 |

De Anza College

# Change Report

03/27/2026

## Summary of Changes

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

| 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: DEI                                                                                                                                                                    |
| Course Justification                                    | Course Justification                                                                                                                                                            |
| CTE Course                                              | Is this a CTE (Career Technical Education) course?                                                                                                                              |
| Honors/Non-honors Course                                | Is this an honors/non-honors course?                                                                                                                                            |
| Mirrored Credit/Noncredit Course                        | Is this a mirrored credit/noncredit course?                                                                                                                                     |
| Cross-listed Course                                     | Is this a cross-listed course?                                                                                                                                                  |
| DEI Review                                              | Please summarize the ways in which your course includes DEI.                                                                                                                    |
| DEI Review                                              | Please check all areas in the COR that address DEI.                                                                                                                             |
| UC Transferable and/or Lower-Division Major Requirement | Will the course 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"> <li>eLumenData, eLumenData</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>Cynthia Kaufman</li> <li>Esquivel Moreno, Angelica</li> </ul>                                                                                                                                     |
|         | Course ID (CB01A and CB01B) | ICSD082Z                                                                                                                                                                                | ICSD082Z                                                                                                                                                                                                                                 |
|         | Course Control Number       | CCC000545336                                                                                                                                                                            | CCC000545336                                                                                                                                                                                                                             |
|         | Course Title (CB02)         | Community Based Learning in Intercultural Studies - Systems                                                                                                                             | Community Based Learning in Intercultural Studies - Systems                                                                                                                                                                              |
|         | Short Course Title          | COMM BASED LRNG IN ICS-SYSTEMS                                                                                                                                                          | COMM BASED LRNG IN ICS-SYSTEMS                                                                                                                                                                                                           |
|         | TOP Code (CB03)             | 4930.72                                                                                                                                                                                 | 4930.72 Leadership Skills Development                                                                                                                                                                                                    |
|         | CIP Code                    | Job-Seeking/Changing Skills.                                                                                                                                                            | 32.0105 Job-Seeking/Changing Skills.                                                                                                                                                                                                     |
|         | Department                  | ICS - Intercultural Studies                                                                                                                                                             | ICS - Intercultural Studies                                                                                                                                                                                                              |
| !       | Effective Term              | Fall 2021                                                                                                                                                                               | Fall <del>2021</del> <u>2027</u>                                                                                                                                                                                                         |
|         | SAM Priority Code (CB09)    | E - Non-Occupational                                                                                                                                                                    | E - Non-Occupational                                                                                                                                                                                                                     |
| !       | Course Description          | This course provides students with practical work in a community, business, or civic institution and reflection on the implications of that engagement work on changing social systems. | This course involves community engagement and reflection on how that engagement impacts one's own personal development. Students develop a sense of self empowerment and the skill set needed to make a difference in their communities. |
| !       | Course Type (CB27)          | No value                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Lower Division</li> </ul>                                                                                                                                                                         |
| !       | Mode of Delivery            | No value                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Online</li> </ul>                                                                                                                                                                                 |

## Faculty Requirements

| Changed | Field        | Current Version | Proposed Version                                                 |
|---------|--------------|-----------------|------------------------------------------------------------------|
| !       | Discipline 1 | No value        | <ul style="list-style-type: none"> <li>Ethnic Studies</li> </ul> |
| !       | Discipline 2 | No value        | <ul style="list-style-type: none"> <li>Social Science</li> </ul> |



| Changed                                                                           | Field        | Current Version | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|--------------|-----------------|-----------------------------------------------------------------------------|
|                                                                                   | Discipline 3 | No value        | No value                                                                    |
|  | FSA          | No value        | <ul style="list-style-type: none"> <li>FHDA FSA - ETHNIC STUDIES</li> </ul> |

### Course Justification

| Changed | Field                | Current Version                                                                                                                                                                                                                                                                                                   | Proposed Version                                                                                                                                                                                                                                                                                                                        |
|---------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Course Justification | This course is CSU transferable and is part of the Certificate in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on advanced level practical civic engagement work, specifically related to intercultural issues and dynamics. | This course is CSU transferable and is part of the Certificate <u>of Achievement</u> in Leadership and Social Change. This course offers students a way to work with a faculty member to receive instruction and guidance on advanced level practical civic engagement work, specifically related to intercultural issues and dynamics. |

### 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

No

## DEI Review

| Changed | Field | Current Version | Proposed Version |
|---------|-------|-----------------|------------------|
|---------|-------|-----------------|------------------|

Please summarize the ways in which your course includes DEI.

No value

Course description is student centered and explains skills and abilities students will gain. Uses an Open Educational Resource text. The course uses a range of diverse methods of instruction in keeping with best practices of universal design for learning (multiple means of representation) Assignments and methods of evaluation provide multiple means of engagement, action, and expression in keeping with universal design for learning. The course builds significant choice into students' participation allowing students to connect source content to their own lives and engage in ways that meet their individual needs. Outline provides opportunities to reflect on systemic inequity. While course materials do not directly reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI. While course materials do not directly (reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students, they introduce students to issues of diversity equity and inclusion, including a full chapter on DEI.



Please check all areas in the COR that address DEI.

No value

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

## More Options

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

### UC Transferable and/or Lower-Division Major Requirement

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

## Associated Programs

| Changed | Field                       | Current Version           |                                               | Proposed Version          |                                               |
|---------|-----------------------------|---------------------------|-----------------------------------------------|---------------------------|-----------------------------------------------|
|         | Course is part of a program | <b>Associated Program</b> | Leadership and Social Change                  | <b>Associated Program</b> | Leadership and Social Change                  |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |
|         |                             | <b>Associated Program</b> | Leadership and Social Change (In Development) | <b>Associated Program</b> | Leadership and Social Change (In Development) |
|         |                             | <b>Award Type</b>         | Certificate of Achievement (COA)              | <b>Award Type</b>         | Certificate of Achievement (COA)              |

## Transferability &amp; Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

| Changed | Field                               | Current Version |  | Proposed Version |  |
|---------|-------------------------------------|-----------------|--|------------------|--|
|         | <b>Lecture Hours - In Class</b>     | 0               |  | 0                |  |
|         | <b>Lecture Hours - Out of Class</b> | 0               |  | 0                |  |
|         | <b>Laboratory Hours - In Class</b>  | 12              |  | 12               |  |

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

#### Course Student Hours - Profile Name: Default Profile

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

| Changed | Field                                     | Current Version | Proposed Version |
|---------|-------------------------------------------|-----------------|------------------|
|         | Total - Course In-Class (Contact) Hours   | 144             | 144              |
|         | 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.            |
|         | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Methods of Instruction</b> | <div> <b>Methods of Instruction</b> </div> <div> <b>Methods of Instruction</b> <p>Practical work in a community placement.<br/>Doing various forms of practical activity, and reflecting on that activity.<br/>Field observation and field trips.</p> </div>                                                                                                                                                                                                                                                                                                                                                  | <div> <b>Methods of Instruction</b> </div> <div> <b>Methods of Instruction</b> <p>Practical work in a community placement of the students choosing.<br/>Doing various forms of practical activity, and reflecting (including but not limited to written reflection) on that activity.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | <b>Assignments</b>            | <ol style="list-style-type: none"> <li>1. Report on participation. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for analytical reflection on the activities. Include in the journal a deep level analysis of the efficacy of the activities for learning. Each unit should have approximately twelve pages of journal writing.</li> <li>3. Write an analytical final essay on the activity. Include in the essay an assessment of the efficacy of the activities for learning. Each unit should correspond to approximately 10 pages of formal writing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Report on participation in practical hands on community work of the student's choosing. Each unit should correspond to 3 hours of work per week.</li> <li>2. Maintain a journal for reflection on the activities. Include in the journal an assessment of the efficacy of the activities for learning. Each unit should have approximately eight pages of journal writing. Students are able to revise journal assignments.</li> <li>3. Write a reflective essay on the activity. Include in the essay an assessment of the material learned related to the course objectives. Each unit should correspond to approximately 5 pages of formal writing.</li> </ol> |

| Changed                                                                           | Field                 | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Proposed Version                                                            |
|-----------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|  | Methods of Evaluation | <div><div>Methods of Evaluation</div><div><div>Methods of Evaluation</div><div><div>1. Student must meet the requirements of the Instructor/Student Contract based on the unit value of the course.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of final essay to be evaluated based on an integration of learning from the student's practical experience in relation to key concepts or principles outlined by the instructor.</div></div></div></div> | <div><div>Methods of Evaluation</div><div>Methods of Evaluation</div></div> |

| Changed | Field | Current Version | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |       |                 | <div><div>Methods of Evaluation</div><div><div>1. Student must meet the hours requirements of their hands on community placement based on the unit value of the course. This is evaluated based on hours served.</div><div>2. Grading of journal. Grade will be based on number of journals and the depth of reflection on the experience and what is learned.</div><div>3. Grading of required final essay, based on an integration of learning from the experience in relation to key concepts or principles outlined by the instructor. When possible examples of successful work are provided.</div></div></div> |

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

| Changed                                                                                                                                                                                                                                                                                                                            | Field                                                                                                    | Current Version                                                                                                                                                                                                                                                                                                                                                                        | Proposed Version                                                                                                                                             |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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| <div><div>!</div></div>                                                                                                                                                                                                                                                                                                            | Examples of Primary Texts and References                                                                 | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.</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    | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              | Publisher    | No value | Date/Edition | No value | ISBN | No value | <table><tr><td>Title</td><td>Succeeding at your Internship: A Handbook<br/>Written for and with Students</td></tr><tr><td>Author</td><td>Christopher J. Mruk and John. C. Moor</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>2025</td></tr><tr><td>ISBN</td><td>No value</td></tr></table> | Title | Succeeding at your Internship: A Handbook<br>Written for and with Students | Author | Christopher J. Mruk and John. C. Moor | Publisher | LibreText | Date/Edition | 2025 | ISBN | No value |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Boyte, Harry. (2004). Everyday Politics: Reconnecting Citizens and Public Life, Philadelphia, University of Pennsylvania Press.                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | Succeeding at your Internship: A Handbook<br>Written for and with Students                                                                                   |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Christopher J. Mruk and John. C. Moor                                                                                                                        |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | LibreText                                                                                                                                                    |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Date/Edition                                                                                                                                                                                                                                                                                                                                                                           | 2025                                                                                                                                                         |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | <table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.</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    | Applied Research Center. (2012). "Millenials, Activism, and Race." www.arc.org/content/view/2266/132/.                                                       | Publisher    | No value | Date/Edition | No value | ISBN | No value |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Publisher                                                                                                                                                                                                                                                                                                                                                                              | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | ISBN                                                                                                                                                                                                                                                                                                                                                                                   | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
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|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Title                                                                                                                                                                                                                                                                                                                                                                                  | No value                                                                                                                                                     |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                          | Author                                                                                                                                                                                                                                                                                                                                                                                 | Rosenberg, Marshall. (2015). "Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships." Puddledancer Press. |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press.</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                                                                                                                                                       | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. | Publisher | No value                                                                                                                                                     | Date/Edition | No value | ISBN         | No value |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Title                                                                                                                                                                                                                                                                                                                              | No value                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| Author                                                                                                                                                                                                                                                                                                                             | Brown, Adrienne Maree. (2017)."Emergent Strategy: Shaping Change, Changing Worlds. Oakland Ca, AK Press. |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                          |           |                                                                                                                                                              |              |          |              |          |      |          |                                                                                                                                                                                                                                                                                                                                 |       |                                                                            |        |                                       |           |           |              |      |      |          |
| 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>Cipolle, Susan.(2010). "Service-Learning and Social Justice: Engaging Students in Social Change". Lanham, Maryland: Rowman and Littlefield Publishing, Inc.</div></div> <div><div>May include, but are not limited to</div><div>No value</div></div> <div><div>Reading List</div><div>Minieri, Joan; Getsos, Paul.(2007). "Tools for Radical Democracy: How to Organize for Power in Your Community". San Francisco, CA: Jossey-Bass, Publisher.</div></div> <div><div>May include, but are not limited to</div><div>No value</div></div> <div><div>Reading List</div><div>Reinsborough, Patrick; Canning, Doyle. (2010). "Re:Imagining Change - How to Use Story-based Strategy to Win Campaigns, Build Movements, and Change the World". Oakland, CA: PM Press, Publisher.</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                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.</li> <li>Describe the impacts of the engagement work on making systemic change.</li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.</li> </ul> | <ul style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.</li> <li>Describe the impacts of the engagement work on making systemic change.</li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.</li> </ul> |

**CSLOs**

**CSLOs** Demonstrate an understanding of the strategies needed to make significant systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate an understanding of the strategies needed to make significant systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the aspects of organizing that lead to systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Analyze the aspects of organizing that lead to systemic change.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make transformative change in our communities.

**Expected SLO Performance** 0.0

**CSLOs** Develop skills to make transformative change in our communities.

**Expected SLO Performance** 0.0

**Course Outline**

| Changed | Field          | Current Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed Version                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| !       | Course Content | <ol style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.               <ol style="list-style-type: none"> <li>Make connection with an organization and agree to do some piece of advanced level work such as taking leadership in organizing an event or organization, or supporting the staff at a non-profit at an advanced level.</li> <li>Carry out the duties agreed to in a written contract</li> </ol> </li> <li>Describe the impacts of the engagement work on making making systemic change.               <ol style="list-style-type: none"> <li>Analyze with some depth the approach taken by the organization to solving the problems the practical work is trying to solve. For example: If you are working for a community organization that is trying to eliminate poverty, how do those activities lead or not lead to really meeting those objectives.</li> <li>Analyze with some depth the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.               <ol style="list-style-type: none"> <li>Analyze the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>Apply the frameworks used in intercultural studies to an analysis of the practical activities student is engaged with.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>Engage with a community based organization, business, or civic institution on an intercultural-related issue or topic in ways that will attempt to lead to systemic change.               <ol style="list-style-type: none"> <li>Make connection with an organization and agree to do some piece of advanced level work such as taking leadership in organizing an event or organization, or supporting the staff at a non-profit at an advanced level.</li> <li>Carry out the duties agreed to in a written contract</li> </ol> </li> <li>Describe the impacts of the engagement work on making systemic change.               <ol style="list-style-type: none"> <li>Analyze with some depth the approach taken by the organization to solving the problems the practical work is trying to solve. For example: If you are working for a community organization that is trying to eliminate poverty, how do those activities lead or not lead to really meeting those objectives.</li> <li>Analyze with some depth the barriers and possibilities for making a difference in the world made evident by the practical work.</li> </ol> </li> <li>Examine the implications of the experience for an understanding of the intercultural dynamics of communities and social change.               <ol style="list-style-type: none"> <li>Analyze the ways that the experience challenges and or supports what is being learned in a related class or in other classes that the student may have taken.</li> <li>Apply the frameworks used in intercultural studies to an analysis of the practical activities student is engaged with.</li> <li>Reflect on the social systems, such as race, class, gender, environment, and disability, that impact the work being done.</li> </ol> </li> </ol> |



| Changed | Field                        | Current Version | Proposed Version |
|---------|------------------------------|-----------------|------------------|
|         | 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)             | 2020            | No Value         |
| !       | Effective Quarter                       | Fall            | No Value         |
| !       | Effective Year (2021)                   | 2020            | No Value         |
|         | Sort ID (00 < 10; 0 < 100)              | ICS 082Z        | ICS 082Z         |
|         | 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                  | NA              | NA               |
|         | Cross-Listed/Related Course Information | Related Child   | Related Child    |
|         | Cross-Listed/Related Course ID's        | ICS 82          | ICS 82           |
| !       | CTE Status                              | No              | No Value         |

| Changed | Questions                                                                                                                                                                              | Current Version                                                                                      | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
|         | <b>DL Approval Date (MM/DD/YYYY)</b>                                                                                                                                                   | No Value                                                                                             | No Value         |
|         | <b>Hybrid Approval Date (MM/DD/YYYY)</b>                                                                                                                                               | No Value                                                                                             | No Value         |
| !       | <b>Emergency Approval</b>                                                                                                                                                              | No                                                                                                   | No Value         |
| !       | <b>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)</b> | N                                                                                                    | No Value         |
| !       | <b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>   | N                                                                                                    | No Value         |
| !       | <b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>                                                                                     | Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter). | No Value         |
| !       | <b>Noncredit Enhanced Funding Indicator</b>                                                                                                                                            | N                                                                                                    | No Value         |
| !       | <b>In Service Indicator</b>                                                                                                                                                            | 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                          | 234003                                                                                                 | No Value                                                                                               |
| !       | Account Code                               | 1320                                                                                                   | No Value                                                                                               |
| !       | Program Code                               | 220300                                                                                                 | No Value                                                                                               |
| !       | Percent                                    | 100                                                                                                    | No Value                                                                                               |
|         | Curriculum Office Notes                    | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> | <ul style="list-style-type: none"> <li>Course reactivated for 20-21 AY appr. 3/17/20. ~mkct</li> </ul> |
| !       | Print/No Print to Catalog                  | Yes                                                                                                    | No Value                                                                                               |

## Req/Adv

| Changed | Questions                            | Current Version                                                                     | Proposed Version                                                                    |
|---------|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|         | Prerequisite(s):                     | No Value                                                                            | No Value                                                                            |
|         | Corequisite(s):                      | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies):                       | No Value                                                                            | No Value                                                                            |
|         | Advisory(ies) - Other:               | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment:         | No Value                                                                            | No Value                                                                            |
|         | Limitation(s) on Enrollment - Other: | (Not open to students with credit in ICS D082., ICS D082W, ICS D082X or ICS D082Y.) | (Not open to students with credit in ICS D082., ICS D082W, ICS D082X or ICS D082Y.) |
|         | 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

**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 |
|---------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 3:</b><br>Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Create syntactically varied sentences that are free of mechanical errors.              | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.     | No Value        | No Value         |

### B-Matrix Form

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

| Changed | Questions                                                                                                                            | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 2: Develop analytical ideas and topics for essays.</b>                                                                  | No Value        | No Value         |
|         | <b>Objective 3: Compose and support thesis statements for analytical essays.</b>                                                     | No Value        | No Value         |
|         | <b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b> | No Value        | No Value         |
|         | <b>Objective 5: Identify and practice writing for different audiences and purposes.</b>                                              | No Value        | No Value         |
|         | <b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>                 | No Value        | No Value         |
|         | <b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>                        | No Value        | No Value         |
|         | <b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>                          | No Value        | No Value         |
|         | <b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>                                                             | 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:<br>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:<br>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:<br>Produce written work using a cyclical process of multiples drafts and revisions.                                                                                                                                                              | No Value        | No Value         |



| Changed | Questions                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 4:</b><br>Demonstrate the ability to include a variety of sentence structures in writing.           | No Value        | No Value         |
|         | <b>Objective 5: Edit</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                   | Current Version | Proposed Version |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>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         |
|         | <b>Objective 2:</b><br>Investigate the use of mathematics in real world.                                                                                                                    | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore functions.                                                                                                                                                   | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models.                                                                                                                                      | No Value        | No Value         |
|         | <b>Objective 5:</b> Use systems of two linear equations to solve real world problems.                                                                                                       | No Value        | No Value         |
|         | <b>Objective 6:</b> Use linear inequalities in one variable to solve real world problems.                                                                                                   | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Examine exponential expressions and develop exponential function models.                                                                                             | No Value        | No Value         |

| Changed | Questions                                                                                       | Current Version | Proposed Version |
|---------|-------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Examine logarithmic expressions and develop logarithmic function models. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Develop quadratic function models to solve problems.                     | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Investigate the characteristics of rational expressions.                | No Value        | No Value         |
|         | <b>Objective 11:</b><br>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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem-solving methods.                                                      | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Explore the function concept algebraically, numerically, verbally and graphically.                                                     | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.    | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Develop linear function models to solve problems.                                                                                      | No Value        | No Value         |
|         | <b>Objective 5: Use</b><br>systems of two linear equations to solve real-world problems.                                                                      | No Value        | No Value         |
|         | <b>Objective 6:</b><br>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 |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 7:</b><br>Develop quadratic function models to solve problems.                                                                   | No Value        | No Value         |
|         | <b>Objective 8:</b> Use inequalities to solve real world problems.                                                                            | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore arithmetic sequences and series.                                                                               | No Value        | No Value         |
|         | <b>Objective 10:</b><br>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 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b> | No Value        | No Value         |

| Changed | Questions                                                                                                          | Current Version | Proposed Version |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 1:</b><br>Develop, throughout the course as applicable, systematic problem solving methods.           | No Value        | No Value         |
|         | <b>Objective 2:</b><br>Solve problems involving arithmetic operations, including fractions, percents and decimals. | No Value        | No Value         |
|         | <b>Objective 3:</b><br>Apply the order of operations to evaluate signed numerical expressions.                     | No Value        | No Value         |
|         | <b>Objective 4:</b><br>Solve problems involving operations with signed numbers.                                    | No Value        | No Value         |
|         | <b>Objective 5:</b><br>Explore the characteristics and properties of real numbers.                                 | No Value        | No Value         |
|         | <b>Objective 6:</b> Use estimation to determine approximate solutions and to check the reasonableness of answers.  | No Value        | No Value         |
|         | <b>Objective 7:</b><br>Explore rates and ratios and use proportions to solve problems.                             | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                   | Current Version | Proposed Version |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Objective 8:</b><br>Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas. | No Value        | No Value         |
|         | <b>Objective 9:</b><br>Explore the use of variables in expressions and evaluate algebraic expressions.                                                                      | No Value        | No Value         |
|         | <b>Objective 10:</b><br>Solve linear equations in one variable numerically and algebraically.                                                                               | No Value        | No Value         |
|         | <b>Objective 11:</b><br>Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.                                                                     | No Value        | No Value         |
|         | <b>Objective 12:</b><br>Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.                               | No Value        | No Value         |

### G-Matrix Form

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

### H-Matrix Form

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



| Changed | Questions                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>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.</b>                                                               | No Value        | No Value         |
|         | <b>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.</b>                                                      | No Value        | No Value         |
|         | <b>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.</b> | No Value        | No Value         |
|         | <b>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.</b>                                             | No Value        | No Value         |
|         | <b>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.</b>                                | No Value        | No Value         |

### De Anza GE Form

| Changed | Questions                                                                                                                                                                                                                                                                                                                        | Current Version | Proposed Version |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 1:</b><br><b>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.)</b>                                                                                                                         | No Value        | No Value         |
|         | <b>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.)</b> | No Value        | No Value         |
|         | <b>Criteria 3:</b><br><b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>                                                                                                                                                        | No Value        | No Value         |

| Changed | Questions                                                                                                                                                                                                                                                              | Current Version | Proposed Version |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
|         | <b>Criteria 4:</b><br>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         |
|         | <b>Criteria 5:</b><br>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         |
|         | <b>Criteria 6: Use</b><br>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:<br>Department<br>Chair                 | No Value        | No Value         |                |                                                   |                 |                                                                                                                                                                                                                                                                                                                 |                                                                                   |
| !       | Stage 3: DEI                                    | No Value        |                  |                |                                                   |                 |                                                                                                                                                                                                                                                                                                                 | Initiator -<br>Indicate<br>"Y" When<br>Completed<br>or<br>Initiator's<br>Response |
|         |                                                 |                 | Date             | Tab            | Part -<br>Field                                   | Type of<br>Edit | Edit                                                                                                                                                                                                                                                                                                            |                                                                                   |
|         |                                                 |                 | 03/02/2026       | Specifications | Examples<br>of Primary<br>Texts and<br>References | Suggested       | Do course<br>materials<br>reflect<br>diverse<br>authors,<br>voices, and<br>perspectives,<br>and discuss<br>current<br>debates in<br>the field that<br>are relevant<br>to students?<br>If yes,<br>please let<br>me know in<br>the initiator<br>response<br>box and<br>consider<br>adding to<br>DEI<br>statement. |                                                                                   |
|         | Stage 4:<br>Articulation<br>Officer             | No Value        | No Value         |                |                                                   |                 |                                                                                                                                                                                                                                                                                                                 |                                                                                   |
|         | Stage 5: De<br>Anza General<br>Education        | No Value        | No Value         |                |                                                   |                 |                                                                                                                                                                                                                                                                                                                 |                                                                                   |
|         | Stage 6:<br>Content<br>Review Matrix<br>Liaison | No Value        | No Value         |                |                                                   |                 |                                                                                                                                                                                                                                                                                                                 |                                                                                   |
|         | Stage 7: Dean<br>of Online<br>Learning          | No Value        | No Value         |                |                                                   |                 |                                                                                                                                                                                                                                                                                                                 |                                                                                   |
|         | Stage 8: SLO<br>Coordinator                     | No Value        | No Value         |                |                                                   |                 |                                                                                                                                                                                                                                                                                                                 |                                                                                   |
|         | Stage 10:<br>Curriculum<br>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                      | ICSD082Z                |
|         | Distance Education Approved        | No                      |
|         | Board of Trustees Approval Date    |                         |
|         | Curriculum Committee Approval Date |                         |
|         | Time to Next Review                | Sep 1, 2025 12:00:00 AM |
|         | External Review Approval Date      | Sep 1, 2020 12:00:00 AM |
|         | Course Control Number              | CCC000545336            |

Articulation

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